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ABSTRACT

This entrepreneurship curriculum guide for South Carolina educators addresses the psychomotor, cognitive, and affective domains of learning. There are 10 units: (1) conducting the initial feasibility study; (2) determining financial feasibility; (3) establishing a legal structure; (4) analyzing available time; (5) preparing a marketing plan; (6) completing a financial plan; (7) planning for production; (8) planning the personnel system; (9) obtaining professional services; and (10) developing a general management plan. For each performance objective in a unit, the following elements appear: task, standard of performance, source of standard, conditions for performance, enabling objective, resources, teaching activities, criterion-referenced measure, and checklist for evaluation. Four appendices are included: (1) a task list; (2) definitions of terms; (3) sources of standards; and (4) a 14-item bibliography compiled by the South Carolina Writing Team. (NLA)

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V-TECS GUIDE
FOR
ENTREPRENEURSHIP

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INTRODUCTION

A V-TECS Guide is an extension or a continuation of one or more V-TECS Catalogs. The V-TECS Catalog is a composition of duties, tasks, performance objectives, and performance guides which deal with the psychomotor aspect of an occupation. The catalog can be considered the blueprint of an occupation.

The catalog serves as the foundation for the V-TECS Guide. Experience has shown that the art of learning can be taught while teaching subject matter. A V-TECS Guide provides an efficient method for this process. The Guide addresses the three domains of learning: psychomotor, cognitive, and affective. The following is a brief explanation of each.

Psychomotor

Manipulative skills, such as sharpening a pencil and making a bulletin board display, are representative of activities that are psychomotor in nature. These tasks are identified in a catalog and grouped by duties and objectives. Each performance objective has a performance standard which must be met to demonstrate student proficiency in the manipulative aspect of the task.

Cognitive

Cognition is the mental process by which knowledge is acquired. To perform psychomotor tasks, students must think. Effective thinking is necessary for successful performance of job tasks. Students gain cognition through real and vicarious experiences. This guide enables the instructor to provide decision-making opportunities for students, thus developing their cognitive skills.

Affective

The affective domain deals with attitudes, interests, and values development. Desirable behavior is the learning outcome of the affective domain. This guide presents activities created to promote an understanding of self and others in a working environment. The instructor is encouraged to use the activities to stress how attitudes, values, and goal attainment influence working relationships and productivity.

USE OF V-TECS GUIDE

A V-TECS Guide is designed to provide job-relevant tasks, performance objectives, performance guides, resources, teaching activities, evaluation standards, and criterion-referenced measures. It may be used with any teaching method the instructor chooses. Although a guide contains suggestions for specific classroom activities for each identified task, teachers are encouraged to be creative in adapting the material to meet the particular needs of their students.

CONDUCTING INITIAL FEASIBILITY STUDY

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 1

TASK

Prepare a potential customer questionnaire.

STANDARD OF PERFORMANCE OF TASK

A questionnaire must determine the needs/wants of a target market.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Sample potential customer questionnaire
Typewriter/computer

ENABLING OBJECTIVE

Identify technical experience needed for questionnaire.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business,** Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business,** Chapters 3 and 4.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion. Show students examples.
2. Assign student to collect and bring to class examples of surveys used locally.
3. Discuss the concept of "customer satisfaction" and its relevance to customer surveys.
4. Describe and give illustrations of how a business identifies its target market.
5. Assign student to develop/write questions needed for a customer questionnaire.
6. Assign student to research the concept of "target market" as it applies to specific local businesses and discuss the findings in class.
7. Invite guest speaker to class to discuss customer questionnaires.

PERFORMANCE OBJECTIVE 1

CRITERION-REFERENCED MEASURE

Questions

1. The specific group of customers at which a business aims its goods and services is called a(n) ________________.

2. A(n) ________________ involves asking a number of people a series of questions and then summarizing their answers.

Answers

1. target market
2. survey/questionnaire

Practical Application

Given class discussion, the student will prepare a potential customer questionnaire.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 1 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 1

PREPARE A POTENTIAL CUSTOMER QUESTIONNAIRE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Identified potential customers.		
2. Determined how to reach potential customers.		
3. Prepared clear, concise questions with assistance from four or five potential customers.		
4. Wrote directions for answering questions.		
5. Developed format of questionnaire.		
6. Reviewed format with technician contacts and a few potential customers.		
7. Determined method of delivery and return of questionnaires.		
8. Printed questionnaire.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 2

TASK

Conduct a potential customer survey.

STANDARD OF PERFORMANCE OF TASK

A survey must be conducted to indicate areas of customers. Enough support for three months of immediate sales and growth potential should result.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Typewriter/computer
Envelopes and stamps
Self-addressed return envelopes
Telephone
Pens and form clipboard, if done in person

ENABLING OBJECTIVE

Interview potential customers.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business,** Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business,** Chapters 3 and 4.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to interview a variety of business owners to determine the uses of customer surveys, then share the findings in class.
3. Invite a guest speaker from a local marketing/public relations firm to discuss the types of surveys available.
4. Assign student to bring to class examples of surveys used successfully to promote products or services.
5. Break class into groups, then assign each group a simulation to complete; both telephone and personal visit survey procedures should be practiced in the simulations.

PERFORMANCE OBJECTIVE 2

CRITERION-REFERENCED MEASURE

Questions

1. Groups of people, businesses, or organizations seeking products and/or services and willing and able to pay the price charged is the ________________.

2. Dividing the market for a product or service into segments is known as ________________.

Answers

1. market
2. market segmentation

Practical Application

Given class discussion, the student will conduct a customer survey.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 2 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 2

CONDUCT A POTENTIAL CUSTOMER SURVEY

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	**Unsatisfactory**
1. Determined number of surveys to conduct based on sales goal for first three months of business.		
2. Determined minimum return required for reasonable analysis.		
3. Started customer survey by mail out, direct contact, or telephone inquiry.		
4. Collected questionnaire information within the preset time frame.		
5. Reviewed questionnaires for completeness.		
6. Asked customers questions for clarification.		
7. Thanked survey participants.		
8. Saved all questionnaire information for inclusion in the business plan and use in marketing data base.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 3

TASK

Analyze survey results.

STANDARD OF PERFORMANCE OF TASK

The results of the survey must be analyzed to pinpoint areas of customers. The analysis should show where there is strong demand, depth of market, and profitability.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Typewriter/computer (optional)
Pen
Paper
Returned questionnaires

ENABLING OBJECTIVE

Interpret survey data.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business,** Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 4.

TEACHING ACTIVITIES

1. Assign resource readings for class discussion.
2. Discuss the reasons for market research projects.
3. Describe the problem of "bias" and how it can affect consumer surveys.
4. Assign student to research the concept of random sampling.
5. Assign student to research business case histories that focus on customer surveys and analyses.

PERFORMANCE OBJECTIVE 3

CRITERION-REFERENCED MEASURE

Questions

1. A preference that inhibits impartial judgment is called ______________.
2. When researchers select a representative group to study, the process is called ______________.

Answers

1. bias
2. sampling

Practical Application

Given class discussion, the student will analyze the results of the customer survey.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 3 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 3

ANALYZE SURVEY RESULTS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Collected all questionnaires and issued more, if needed.		
2. Summarized questionnaires for analysis and inclusion in business plan.		
3. Recorded trends that showed areas of greatest interest or concern.		
4. Rated each reply on a simple scale.		
5. Arrived at a brief conclusion and ended summary with it.		
6. Saved information for analysis and inclusion in the business plan.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 4

TASK

Conduct a financial/feasibility questionnaire.

STANDARD OF PERFORMANCE OF TASK

A financial/feasibility questionnaire must be prepared to identify the profitability of a similar business; the questionnaire must result in a statistically valid return. The analysis of the questionnaire should show the status of competition, profitability, trade/collection practices, return on investment, and potential for growth/survival.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Typewriter/computer
List of similar business entrepreneurs
Sample profit - feasibility questionnaire
Pens/pencils
Returned surveys/questionnaires
Envelopes and stamps
Self-addressed return envelopes
Telephone

ENABLING OBJECTIVE

Interpret financial data.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business,** Chapters 2 and 3.
2. Hutt. **Entrepreneurship: Starting Your Own Business,** Chapters 2 and 4.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to define the following concepts: competition; profit; trade/collection practices; and return on investment.
3. Invite a banker to the class to discuss the procedures used to lend money.
4. Discuss with the class the concept of "cash flow," a vital part of any new business.
5. Assign student to research case studies of business failures to determine frequency of financial failure.

PERFORMANCE OBJECTIVE 4

CRITERION-REFERENCED MEASURE

Questions

1. A financial statement which reflects cash sales income less operating expenses for a time period is a(n) ________________.
2. A struggle between two or more businesses for the same market is called ________________.

Answers

1. cash flow statement
2. competition

Practical Application

Given class discussion, the student will conduct a financial/feasibility study.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 4 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 4

CONDUCT A FINANCIAL/FEASIBILITY QUESTIONNAIRE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Wrote clear, concise questions concerning profit, cash flow, and return on investment.		
2. Wrote directions for answering questions.		
3. Developed a logical format for questions with assistance from an advisor in a similar enterprise.		
4. Planned method of analysis.		
5. Determined method of delivery and return of questionnaires.		
6. Printed questionnaire questions.		
7. Determined numbers of surveys to conduct.		
8. Determined minimum return required for reasonable analysis.		
9. Started the survey by mailing out, direct contact, or telephone inquiry.		
10. Followed up unanswered questionnaires based on predetermined deadline.		
11. Reviewed questionnaires for completeness.		

CHECKLIST FOR PERFORMANCE OBJECTIVE 4

CONDUCT A FINANCIAL/FEASIBILITY QUESTIONNAIRE

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
12. Thanked participants.		
13. Saved information for business plan and data base.		
14. Collected all surveys.		
15. Summarized questionnaires for analysis and inclusion in business plan.		
16. Recorded results of greatest interest or concern.		
17. Rated replies on simple scale.		
18. Arrived at short conclusion at summary end.		
19. Saved information for advisor reviews and inclusion in the business plan.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 5

TASK

Select key professional advisors.

STANDARD OF PERFORMANCE OF TASK

A list of professional advisors must be developed. At least four should be selected and interviewed before a final decision is made. Key areas of banking, accounting, insurance, and general management should be covered.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Business references
List of questions/problems
Printed material from interviews

ENABLING OBJECTIVES

1. Identify goals of business.
2. Evaluate advisor responses to questions.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business**, Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a guest speaker from Small Business Administration, SCORE, and/or Small Business Development Center.
3. Assign student to contact local attorneys, bankers, and accountants to research their services and fees.
4. Invite a local business owner to class to discuss how advisors are used in business.
5. Instruct student to research trade associations and compile a list of them for class presentation/discussion.
6. Arrange a field trip to local trade show.

PERFORMANCE OBJECTIVE 5

CRITERION-REFERENCED MEASURE

Questions

1. Professionals who assist with and design financial record systems and prepare tax returns are ________________.

2. The government agency established to assist small business owners is ________________.

Answers

1. accountants
2. Small Business Administration

Practical Application

Given class discussion, the student will select key professional advisors.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 5 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 5

SELECT KEY PROFESSIONAL ADVISORS

Student's Name **Date**

DIRECTIONS TO STUDENT	Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.
DIRECTIONS TO EVALUATOR	Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Obtained a referral for each key professional advisor from a similar business or known professional.		
2. Set up a no-charge appointment with potential professional advisor.		
3. Developed a list of questions that concerned start-up in each professional area.		
4. Reviewed questions that concerned start-up in each professional area.		
5. Sought general management and business plan assistance from a small business center (SBDC, Score, and others).		
6. Met with professional and determined interest in particular type of business.		
7. Asked all questions and addressed problems listed.		
8. Inquired as to fees and schedules.		
9. Collected as much information as possible, including printed material.		
10. Took good notes and listened to suggestions.		

CHECKLIST FOR PERFORMANCE OBJECTIVE 5

SELECT KEY PROFESSIONAL ADVISORS

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
11. Continued several interviews in each area.		
12. Reviewed visits to determine interest and effectiveness of communication.		
13. Made tentative choices and reviewed with similar business.		
14. Made selection and carried business cards for quick referral.		
15. Changed professional if service was unsatisfactory.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 6

TASK

Prepare a statement of purpose.

STANDARD OF PERFORMANCE OF TASK

A statement of purpose must be written to cover the goals of every functional area of the business.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Typewriter/computer
Information gathered by the potential customer
Survey
Profitability/feasibility questionnaire
Interviews with key professional advisors

ENABLING OBJECTIVES

1. Determine goals of business.
2. Interpret statistical data.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business**, Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapters 3 and 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss the role of business goals in setting up a new business.
3. Invite a local business manager to the class to discuss how goals are set in a business.
4. Assign student to research the concept "Management By Objective" and report findings to the class.
5. Collect a number of published annual reports and have student review them for statements of purpose. Compare findings in class.

PERFORMANCE OBJECTIVE 6

CRITERION-REFERENCED MEASURE

Questions

1. Broad, long-range attributes a business seeks are ______________ .
2. Quantifiable and precise statements are ______________ .

Answers

1. goals
2. objectives

Practical Application

Given class discussion, the student will write a statement of purpose for a new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 6 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 6

PREPARE A STATEMENT OF PURPOSE

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Determined personal reasons for selecting this business.		
2. Identified type of business.		
3. Selected products or services to sell.		
4. Determined customer profiles.		
5. Identified unique advantages.		
6. Identified management style.		
7. Determined quality standards.		
8. Determined how large business should be.		
9. Selected position on ethics and law.		
10. Determined location and geographic coverage.		
11. Identified long-range goals.		

APPROVED: YES _____ NO ____

Evaluator's Signature Date

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 7

TASK

Conduct a continue/stop analysis.

STANDARD OF PERFORMANCE OF TASK

An analysis of resources for the business must be conducted to determine the requirements for success.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Data on resources available

ENABLING OBJECTIVES

1. Identify tasks to be completed.
2. Interpret financial data.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business,** Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business,** Chapter 2.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to research the concepts of "business strategies" and "management" and share results with the class.
3. Assign student to interview local business owners to gather their experiences in setting goals, objectives, and policies, and report experiences to class.
4. Invite a local personnel manager to the class to discuss how human resources in businesses are managed/mismanaged.
5. Assign student to research businesses that have failed and determine major causes of the failures.

PERFORMANCE OBJECTIVE 7

CRITERION-REFERENCED MEASURE

Questions

1. Doing what you want with your life is _______________.
2. Among small companies, lack of _______________ is a major reason for failure.

Answers

1. personal satisfaction
2. planning

Practical Application

Given class discussion, the student will conduct an analysis of all the business resources needed for success.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 7 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 7

CONDUCT A CONTINUE/STOP ANALYSIS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	**RATING**	
	Satisfactory	**Unsatisfactory**
1. Reviewed all tasks and information gathered from advisors.		
2. Decided whether expertise, determination, enthusiasm, and discipline needed to continue were present.		
3. Reviewed statement of purpose for reasonableness.		
4. Requested advice from advisors in all areas to complete analysis.		
5. Stopped or continued.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY CONDUCTING INITIAL FEASIBILITY STUDY

PERFORMANCE OBJECTIVE 8

TASK

Complete a personal history report.

STANDARD OF PERFORMANCE OF TASK

The completed personal history report should indicate strong expertise, experience, connections, and research.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Typewriter/computer
Research and input notes

ENABLING OBJECTIVE

Communicate in writing.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business**, Chapter 2.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapters 1, 2, and 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss with student the qualities needed by entrepreneurs in starting businesses.
3. Instruct student to discuss and determine those qualities and skills that can/cannot be developed by work experiences.
4. Assign student to do a personal history report to indicate the type of qualities he/she would bring to the new business.
5. Instruct student to do life history profiles of major innovators in American business today.

PERFORMANCE OBJECTIVE 8

CRITERION-REFERENCED MEASURE

Questions

1. The act of organizing, operating, and assuming the risk of a business enterprise is ________________.
2. A written description of every part of an enterprise is a(n) ________________.

Answers

1. entrepreneurship
2. business plan

Practical Application

Given class discussion, the student will complete a personal history report.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 8 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 8

COMPLETE A PERSONAL HISTORY REPORT

Student's Name **Date**

DIRECTIONS TO STUDENT	Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.
DIRECTIONS TO EVALUATOR	Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	**RATING**	
	Satisfactory	**Unsatisfactory**
1. Gathered all notes and existing information.		
2. Outlined history in a logical sequence.		
3. Described work experience and duties.		
4. Gathered additional information from advisor.		
5. Finalized history.		
6. Reviewed with general management advisor.		
7. Completed typing.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

DETERMINING FINANCIAL FEASIBILITY

DUTY DETERMINING FINANCIAL FEASIBILITY

PERFORMANCE OBJECTIVE 9

TASK

Estimate start-up costs, projected revenues, and operating expenses.

STANDARD OF PERFORMANCE OF TASK

Estimated costs and revenues, fixed expenses, and variable expenses needed to operate the new business must be completed. These estimated figures should be reviewed with advisor(s).

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Start-up costs of similar businesses
Advisor availability
Vendor catalogs and data sheets
Customer survey

ENABLING OBJECTIVES

1. Identify categories to be estimated.
2. Identify fixed and non fixed expenses.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, Chapters 7 and 8.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to list costs he/she might encounter in opening a business.
3. Assign student to research and share with the class the following concepts: start-up costs, operating expenses, personal expenses, and equity financing.
4. Invite an attorney to the class to discuss the concept of a contract and the conditions that require a written contract.
5. Assign student to bring a sample contract to class for review of wording and content.
6. Review with the class the concept of taxes and the tax responsibilities of small businesses.
7. Invite an accountant to the class to discuss start-up costs and operating expenses.

PERFORMANCE OBJECTIVE 9

CRITERION-REFERENCED MEASURE

Questions

1. Money or capital contributed by the owners of a business is known as ________________.

2. Something of value the borrower pledges to the bank as security for a loan is ________________.

Answers

1. equity
2. collateral

Practical Application

Given class instructions, the student will prepare estimates for the new business on costs and revenues, and fixed and variable expenses.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 9 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 9

ESTIMATE START-UP COSTS, PROJECTED REVENUES, AND OPERATING EXPENSES

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Listed all known costs.		
2. Collected cost information from similar business.		
3. Formatted cost information according to similar business.		
4. Reviewed available funds and sources to ensure enough working capital.		
5. Reviewed costs with general management and similar business advisors.		
6. Contacted suppliers for input on sales potential and referral to similar businesses.		
7. Contacted general management advisor for market information and referrals.		
8. Contacted associations for market information.		
9. Contacted similar business referrals.		

CHECKLIST FOR PERFORMANCE OBJECTIVE 9

ESTIMATE START-UP COSTS, PROJECTED REVENUES, AND OPERATING EXPENSES

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
10. Reviewed production capacities with all advisors.		
11. Estimated sales for first six months of business for each major product or service.		
12. Totaled sales revenues by month.		
13. Developed a list of all fixed expenses with assistance of similar business information.		
14. Called for quotes on all fixed expenses.		
15. Developed a list of variable expenses with assistance of similar businesses and suppliers.		
16. Established variable expenses as a percentage of sales.		
17. Completed a summary of all revenue, less expense, to determine profit.		
18. Reviewed results for estimates with general management advisor.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY DETERMINING FINANCIAL FEASIBILITY

PERFORMANCE OBJECTIVE 10

TASK

Complete a personal financial statement.

STANDARD OF PERFORMANCE OF TASK

All personal assets and debits must be listed accurately in a statement form, then reviewed with a banker.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

List of accounts
List of loans
Asset appraisals and receipts

ENABLING OBJECTIVES

1. Identify sources of financing.
2. Review types of loans and interest rates.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 2.
2. Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 8.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss with the class the concepts of income statement, balance sheet, and cash budget.
3. Assign student to interview small business owners to determine the importance of personal financial statements and share the findings in class discussions.
4. Discuss in class the key factors needed by a business in a given industry.
5. Assign student to research and bring to class various examples of businesses that have failed after successful beginnings and determine the causes of these failures.

PERFORMANCE OBJECTIVE 10

CRITERION-REFERENCED MEASURE

Questions

1. A(n) ______________ budget should be prepared to forecast how much cash will flow in and out of the business.

2. The 5 c's of credit are ______________, ______________, ______________, ______________, and ______________.

Answers

1. cash
2. capital, capacity, collateral, character, conditions

Practical Application

Given class instruction, the student will complete a personal financial statement.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 10 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 10

COMPLETE A PERSONAL FINANCIAL STATEMENT

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Obtained a personal financial statement from a bank.		
2. Listed all assets, starting with the most current.		
3. Listed all loans.		
4. Subtracted all monies owed from assets to arrive at net worth.		
5. Checked that assets equaled debits plus net worth.		
6. Completed all other sections of bank form.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY DETERMINING FINANCIAL FEASIBILITY

PERFORMANCE OBJECTIVE 11

TASK

Determine potential of receiving a loan.

STANDARD OF PERFORMANCE OF TASK

The loan potential must satisfy all lending requirements of source. Repayment schedule and interest rate must be acceptable.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Completed personal financial statement
Estimated start-up costs
Projected revenues
Estimated operating expenses

ENABLING OBJECTIVES

1. Identify sources of business funding.
2. Identify budget requirements of new business.

RESOURCES

1. Scarborough and Zimmerer. **Effective Small Business Management,** Chapter 9.
2. Steinhoff and Burgess. **Small Business Management Fundamentals,** Chapter 20.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a loan officer to class to discuss the items that are looked for in granting loans.
3. Discuss the value of the written business plan in getting new business funding.
4. Assign student to research break-even analysis and its uses in projecting business success.
5. Discuss with class the concepts of fixed expenses and variable expenses as they relate to projected income needs.

PERFORMANCE OBJECTIVE 11

CRITERION-REFERENCED MEASURE

Questions

1. A firm's _______________ point is the level of operation at which the firm neither earns a profit nor incurs a loss.

2. A synonym for cash flow is _______________.

Answers

1. break-even
2. capacity

Practical Application

Given class discussion, the student will determine potential sources of loans.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 11 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 11

DETERMINE POTENTIAL OF RECEIVING A LOAN

Student's Name **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Estimated amount of funds needed.		
2. Discussed loan possibilities with banker.		
3. Reviewed terms and loan details.		
4. Added loan payments to estimated start-up costs and revenues.		
5. Determined ability to repay.		
6. Listed references and designed short history and loan proposal letter.		
7. Reviewed with banker.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

ESTABLISHING A LEGAL STRUCTURE

DUTY ESTABLISHING A LEGAL STRUCTURE

PERFORMANCE OBJECTIVE 12

TASK

Identify an organizational structure.

STANDARD OF PERFORMANCE OF TASK

The organizational structure must reflect the purposes and resources of the business.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Sample organization charts
Computer/typewriter
Paper
Pen

ENABLING OBJECTIVES

1. Identify resources of new business.
2. Identify purposes of new business.

RESOURCES

1. Siropolis. **Small Business Management**, Chapter 10.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Define and discuss the concepts of line and staff authorities in an organization.
3. Invite a lawyer to discuss the leagal aspects of incorporation.
4. Obtain sample legal forms and discuss.
5. Invite a member of the local bank's board of directors to discuss the duties of a corporation's board of directors.
6. Assign student to research and report on the duties and prices of management consultants.

PERFORMANCE OBJECTIVE 12

CRITERION-REFERENCED MEASURE

Questions

1. A(n) ______________ traces the lines of responsibility and authority between jobs in a company.
2. The first step in organizing the work of the enterprise is to prepare an organizational chart. True or False?

Answers

1. organization chart
2. False

Practical Application

Given class discussion, the student will select an organizational structure that fits the purpose and resources of the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 12 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 12

IDENTIFY AN ORGANIZATIONAL STRUCTURE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Determined the size and capital needs (need for outside investment).		
2. Reviewed tax status for unusual needs and consulted accountant.		
3. Selected the simplest form of organization possible with general management advisor's help.		
4. Set a date for additional review when size dictated further consideration.		
5. Included organizational structure for final review with attorney after further planning.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY ESTABLISHING A LEGAL STRUCTURE

PERFORMANCE OBJECTIVE 13

TASK

Prepare licensing applications.

STANDARD OF PERFORMANCE OF TASK

The licensing requirements by federal, state, local, and professional entities will be identified. The necessary information needed must be organized and complete on the respective forms.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Advisor
Telephone
Telephone book
Financial and work history

ENABLING OBJECTIVES

1. Identify sources of licensing information.
2. Identify information needed for licensing.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management,** Chapter 26.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite the local magistrate to class to discuss some of the legal problems (i.e., checks and debits) that small businesses have and how the problems are resolved.
3. Assign student to research and report to class on the number and types of licenses (retail) needed in that particular town/city /state.
4. Define and discuss tax implications of many licenses using forms provided by tax agencies.

PERFORMANCE OBJECTIVE 13

CRITERION-REFERENCED MEASURE

Questions

1. The organization that sets safety standards for the work environment is ________________.
2. A(n) ________________ is a legal permit to operate or own a specified item.

Answers

1. OSHA
2. license

Practical Application

Given class discussion, the student will prepare licensing applications.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 13 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 13

PREPARE LICENSING APPLICATIONS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Met with general management advisor and reviewed requirements.		
2. Called each agency where compliance was required and requested package of material.		
3. Referred questions to advisor or special hot-line numbers (state level).		
4. Reviewed with similar business advisor.		
5. Secured all required forms in duplicate from city, state, and federal government, and/or Small Business Administration.		
6. Completed and submitted forms with a cover letter.		
7. Posted a follow-up on calendar.		
8. Followed up non-receipt.		
9. Received and filed or posted licenses.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

DUTY ESTABLISHING A LEGAL STRUCTURE

PERFORMANCE OBJECTIVE 14

TASK

Review organizational structure with professional advisors.

STANDARD OF PERFORMANCE OF TASK

Selected organizational structure must be reviewed with advisors. The structure should meet the advisors' criteria.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Completed licensing forms
Advisors

ENABLING OBJECTIVES

1. Identify licensing information needed.
2. Identify sources of licensing information.

RESOURCE

Siroplis. **Small Business Management**, Chapter 10.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to research and report to class on the numbers and types of groups that help small business people.
3. Invite a representative from the Small Business Administration, SCORE, or the Small Business Development Center to the class to discuss its role in helping businesses.
4. Describe and discuss the role of trade associations in business.
5. Assign student to research and report on the roles in small businesses played by the following advisors: attorneys, accountants, and management consultants.

PERFORMANCE OBJECTIVE 14

CRITERION-REFERENCED MEASURE

Questions

1. Which of the following programs consists of retired volunteers who have been successful in either large or small businesses?
   a. ACE program
   b. SCORE program
   c. SBI program
   d. SBDC program

2. Accountants, bankers, lawyers, and insurance agents provide help during the planning stages of the business, but are not needed once the business is in operation. True or False?

Answers

1. b.
2. False

Practical Application

Given class discussion, the student will review organizational structure with professional advisors.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 14 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 14

REVIEW ORGANIZATIONAL STRUCTURE WITH PROFESSIONAL ADVISORS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Evaluated information on forms for correctness.		
2. Reviewed completed forms with general management advisor.		
3. Reviewed and revised forms as needed.		
4. Reviewed completed forms with attorney and submitted when approved.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

ANALYZING AVAILABLE TIME

DUTY ANALYZING AVAILABLE TIME

PERFORMANCE OBJECTIVE 15

TASK

Evaluate personal time available for the enterprise.

STANDARD OF PERFORMANCE OF TASK

Personal time available for the enterprise must be identified and a determination made whether there is adequate time available to organize (plan), implement, and control the business.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Accurate calendar of personal activities
Calendar for business activities

ENABLING OBJECTIVE

1. Calculate working hours.
2. Determine work force needs of new business.

RESOURCES

1. Plunkett and Attner. **Introduction to Management**, pp. 491-97.
2. Everard and Burrow. **Business Principles and Management**, pp. 358-59.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Provide student with a typical weekly appointment schedule and have him/her list the REQUIRED activities to accomplish over the preceding week, add the total hours, and subtract from 168 (the total hours in a week).
3. Assign student to report on personal experiences in dealing with someone who is constantly late for appointments and attempt to explain such behavior.
4. Role play a situation where a supervisor is interviewing an employee who has been late seven times in the past month.
5. Invite a recently established small business owner to discuss the difference between working for one's own enterprise and working for an established company.

PERFORMANCE OBJECTIVE 15

CRITERION-REFERENCED MEASURE

Questions

1. Time is usually considered which type of resource?
   a. natural
   b. nonrenewable
   c. human
   d. nontransferable

2. The average manager spends as much as two thirds of each work day communicating. True or False?

Answers

1. b.
2. True

Practical Application

Given class discussion, the student will evaluate personal time available for the enterprise.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 15 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 15

EVALUATE PERSONAL TIME AVAILABLE FOR THE ENTERPRISE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed current personal demands and updated personal calendar.		
2. Prepared business implementation calendar for advisor notes.		
3. Combined and compared activities on both calendars.		
4. Evaluated feasibility of conducting all activities.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY ANALYZING AVAILABLE TIME

PERFORMANCE OBJECTIVE 16

TASK

Determine business startup date.

STANDARD OF PERFORMANCE OF TASK

The business startup date must be determined after reviewing planning and staffing activities.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Tentative staffing reports
Tentative operational plans

ENABLING OBJECTIVES

1. Conduct initial study.
2. Determine financial feasibility.
3. Establish a legal structure.

RESOURCES

1. Stevens. **The Macmillan Small Business Handbook**, pp. 63-70, 82-85, 85-90, 111-12.
2. Everard and Burrow. **Business Principles and Management**, Chapter 24.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Lead a general discussion on goal setting, planning, and organizing.
3. Have a recently established small business owner in the local community discuss his/her experiences in starting up.

PERFORMANCE OBJECTIVE 16

CRITERION-REFERENCED MEASURE

Questions

1. When starting a small business, it is best to
   a. enter a tried and true field.
   b. concentrate on newly developing industries.
   c. raise a minimum of $50,000 in working capital.
   d. cater to a single segment of the local population.

2. Most small businesses are organized as
   a. S corporations.
   b. limited partnerships.
   c. ordinary corporations.
   d. sole proprietorships.

3. The management function that involves deciding what has to be done and determining how objectives are to be met is
   a. planning.
   b. organizing.
   c. leading.

4. A business should set goals
   a. for a one-year period or less.
   b. for a period beyond one year.
   c. both long- and short-term.

Answers

1. b.
2. d.
3. a.
4. c.

Practical Application

Given class discussion, the student will decide on a business start-up date.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 16 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 16

DETERMINE BUSINESS START-UP DATE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Simulated start of operation by listing key events for first day and special events for first month.		
2. Reviewed simulation with similar businessperson and general management advisor.		
3. Set target date used in the planning process.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

PREPARING A MARKETING PLAN

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 17

TASK

Prepare prospective customer list.

STANDARD OF PERFORMANCE OF TASK

List must identify who is likely to purchase product or service in priority sequence.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Potential customer questionnaire
Networking list

ENABLING OBJECTIVES

1. Prepare customer questionnaire.
2. Collect information about potential customers.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business,** pp. 82-94.
2. Ashmore and Pritz. **Program for Acquiring Competence in Entrepreneurship**, Unit 13.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to describe the process of market segmentation.
3. Assign student to analyze questionnaire data to determine list of potential customers.
4. Assign student to prepare customer list from data collected on customer questionnaire.
5. Assign student to update customer list monthly.
6. Develop a customer profile for a local business.

PERFORMANCE OBJECTIVE 17

CRITERION-REFERENCED MEASURE

Questions

1. Dividing the market for a product or service into segments is called ________________.

2. The particular group to whom you wish to sell your products or services is your ________________.

3. Should the potential customer questionnaire be compiled before or after the business is started?

Answers

1. market segmentation
2. target market
3. before

Practical Application

Given class discussion, the student will prepare a prospective customer list.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 17 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 17

PREPARE PROSPECTIVE CUSTOMER LIST

Student's Name **Date**

DIRECTIONS TO STUDENT	Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.
DIRECTIONS TO EVALUATOR	Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed questionnaires for most interested customers.		
2. Listed customers in order of sales potential and profitability.		
3. Analyzed list for well-known names and depth.		
4. Compiled additional names from all other sources including customers now listed.		
5. Finalized list.		
6. Generated a new list monthly and matched it with customer data base.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 18

TASK

Conduct market research.

STANDARD OF PERFORMANCE OF TASK

Market research must be designed and conducted to show market size, current and future depth, and general trends for the product.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Networking list
Potential customer list (profile)
Association contacts
Suppliers
Yellow pages
Research centers

ENABLING OBJECTIVES

1. Identify data sources for market information analysis.
2. Identify methods for collecting research data.

RESOURCES

1. Ashmore and Pritz. **Program for Acquiring Competence in Entrepreneurship**, Unit 6.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 82-97.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to conduct research to determine number of competitors in market area.
3. Demonstrate how to determine average market share.
4. Assign student to explain demographics and the contribution of marketing research.
5. Assign student to contact local advisors to help analyze demographic and market research data.
6. Assign student to prepare a market research report.

PERFORMANCE OBJECTIVE 18

CRITERION-REFERENCED MEASURE

Questions

1. Suppose you are interested in starting an enterprise to sell auto and truck tires. You find that $1,500,000 is spent on tires each year in your community. Five enterprises are in the tire business at the present time. What would the average market share be if you decide to start your business?
    a. $520,000
    b. $250,000
    c. $300,000
    d. $50,000

2. A firm can use demographic analysis to identify potentially profitable markets. True or False?

3. Marketing research collects information
    a. before a sale.
    b. during a sale.
    c. after a sale.
    d. at all three times.

4. Which of the following techniques might be used in a marketing research program?
    a. Personal observation
    b. Interviews
    c. Mail surveys
    d. All of the above

CRITERION-REFERENCED MEASURE

Answers

1. b.
2. True
3. d.
4. d.

Practical Application

Given class discussion, the student will conduct market research.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 18 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 18

CONDUCT MARKET RESEARCH

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	**Unsatisfactory**
1. Determined number of competitors in market area outlined in purpose.		
2. Assigned an estimated gross sales figure to each competitor.		
3. Totaled gross sale estimates.		
4. Contacted research advisors and sources to determine untapped market.		
5. Collected demograhics to match profile and used to determine current and future market trends.		
6. Added both markets together and selected a targeted market share.		
7. Reviewed research and market share with general management advisor.		
8. Updated research quarterly.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 19

TASK

Analyze competition.

STANDARD OF PERFORMANCE OF TASK

Business competition must be analyzed to include all functions, with emphasis on profit margins, unfair or unfriendly practices, and market saturation.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Suppliers
Similar business advisors
General management advisor

ENABLING OBJECTIVES

1. Identify competitors in area.
2. Prepare scenarios.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 88-97.
2. Ashmore and Pritz. **Program for Acquiring Competence in Entrepreneurship**, Unit 6.
3. Everard and Burrow. **Business Principles and Management**, Chapter 3.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to conduct research to determine number of competitors, their profit margin, and their strengths and weaknesses.
3. Assign student to visit competitors to observe business operation and way customers are treated.
4. Assign student to discuss competitors with business advisors.
5. Assign student to prepare worst case and probable case scenarios of competition.

PERFORMANCE OBJECTIVE 19

CRITERION-REFERENCED MEASURE

Questions

1. The price of a new product is usually highest
   a. before customers know it exists.
   b. when demand is greatest.
   c. when competition has entered the market and demand has decreased.

2. Suppose a merchant estimates that sales in a year will be $1,000,000 and that operating expenses will be $200,000. What is the percentage of margin if a net profit of 5% of sales is expected?

Answers

1. b.
2. 25% margin
   ($1,000,000 × .05 = $50,000
   $50,000 + $200,000 = $250,000 margin
   250,000/1,000,000 = 25% margin)

Practical Application

Given class discussion, the student will analyze the new business's competition.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 19 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 19

ANALYZE COMPETITION

Student's Name **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Determined competitors in area.		
2. Determined profit margins of competitors.		
3. Shopped the competitors.		
4. Discussed competitors with suppliers.		
5. Discussed competition with similar business advisors.		
6. Documented analysis from the number of employees, hours open, pricing structuring, and sales volume of competitors and other information.		
7. Assessed competitors' employees' level of product knowledge and quality of services.		
8. Analyzed competition on quarterly basis.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 20

TASK

Make site selection.

STANDARD OF PERFORMANCE OF TASK

Site selected must be cost-effective and meet market niche goals.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Analysis of competition
Demographic information
Cost of potential sites
Lease evaluations for potential sites
Potential customer questionnaire

ENABLING OBJECTIVES

1. Prepare a score sheet to be used with reviewing potential sites.
2. Consult a real-estate agent and an attorney.
3. Investigate resources available to help make site selection.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business,** pp. 82-92.
2. Ashmore and Pritz. **Program for Acquiring Competence in Entrepreneurship,** Unit 7.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Identify factors that should be considered when selecting sites for new businesses.
3. Compile a list of factors that make a location desirable and factors that make a location less desirable.
4. Assign student to interview an entrepreneur and report on how that entrepreneur chose a specific site.
5. Assign student to analyze a mixture of shops in a local shopping center and report on the percentage of floor space occupied by chains and by major department stores and the percentage occupied by independent entrepreneurs.
6. Discuss the importance of the business history for a given site.

PERFORMANCE OBJECTIVE 20

CRITERION-REFERENCED MEASURE

TEACHING ACTIVITIES continued

7. Assign student to visit potential locations with a real estate agent and determine price per square foot for each site.
8. Assign student to review a lease with an attorney.
9. Assign student to discuss zoning laws with an attorney.
10. Obtain a speaker from a national franchise (contact local chain) to discuss methods used to select locations.

Questions

1. Marketing research does not play a major role in determining a location for a potential business. True or False?

2. Zoning laws in a town or city do not affect the location selection. True or False?

3. Which of the following is NOT important in selecting a business location?
   a. Competition
   b. Parking and traffic flow
   c. Availability of potential customers
   d. Disposable personal income

Answers

1. False
2. False
3. d.

Practical Application

Given class discussion, the student will make a site selection for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 20 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 20

MAKE SITE SELECTION

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	**RATING**	
	Satisfactory	**Unsatisfactory**
1. Analyzed demographic information from potential customer questionnaire.		
2. Investigated space available in target area.		
3. Interviewed chamber of commerce for information on future development.		
4. Reviewed potential sites with professional advisors.		
5. Investigated turnover rate of other businesses in the area.		
6. Determined price per square foot for each site.		
7. Reviewed lease with lawyer.		
8. Reviewed a minimum of six sites.		
9. Evaluated costs of potential sites.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 21

TASK

Determine pricing method.

STANDARD OF PERFORMANCE OF TASK

Pricing strategy must include consideration of competitors' pricing strategies, what the market will bear, and the profit margins required by the enterprise.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Networking list
Financial statements
Demograhics analysis
Customer advisors

ENABLING OBJECTIVES

1. Identify factors to consider for pricing.
2. Identify pricing policies.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 129-52.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Explain the markup pricing method.
3. Discuss the roles of consumers and government in the pricing system in the United States.
4. Demonstrate how to calculate various pricing problems.
5. Assign student to review newspapers to find advertisements that he/she feels reflect the various pricing policies.

PERFORMANCE OBJECTIVE 21

CRITERION-REFERENCED MEASURE

Questions

1. Determine the retail price using the following information: Cost Price - $4.00 and Markup - 15%
   Answer: ____________

2. Determine the cost price using the following information: Retail Price - $7.25 and Markup in dollars - $2.00
   Answer: ____________

3. Determine the markup in dollars using the following information: Retail Price - $14.95 and Cost Price - $10.74
   Answer: ____________

4. Which of the following is NOT considered in pricing products or services?
   a. Gross margin
   b. Markup
   c. Overhead costs
   d. All of these

5. Prices are determined by the forces of
   a. supply only.
   b. demand only.
   c. both supply and demand.

Answers

1. $4.60
2. $5.25
3. $4.21
4. c.
5. c.

Practical Application

Given class instruction, the student will determine a pricing method for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 21 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 21

DETERMINE PRICING METHOD

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	**RATING**	
	Satisfactory	**Unsatisfactory**
1. Analyzed pricing of competitors.		
2. Interviewed vendors, suppliers, and salespersons to identify standard mark-up.		
3. Contacted customers and collected input on pricing.		
4. Established pricing that was reasonable and covered all costs with a profit remaining.		
5. Set up a formula for pricing, but updated it monthly based on profit and loss statement review.		
6. Reviewed pricing method with professional advisor.		
7. Updated pricing information quarterly.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 22

TASK

Set up pricing review method.

STANDARD OF PERFORMANCE OF TASK

Method must require quarterly reviews, market price surveying, and study of your own company price margins.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Tickler files
Analysis form
Networking list
Financial statements
Company price margins

ENABLING OBJECTIVES

1. Develop and set a quarterly pricing tickler.
2. Develop pricing review methods.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 136-40.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to visit local businesses and competitors to request pricing information.
3. Assign student to discuss gross margin.
4. Assign student to discuss pricing review methods with local advisors.
5. Assign student to analyze information gathered to set a pricing review method.
6. Assign student mathematical problems involving pricing methods.

PERFORMANCE OBJECTIVE 22

CRITERION-REFERENCED MEASURE

Questions

1. The difference between what a retailer pays for merchandise and what it can be sold for is referred to as
   a. net margin.
   b. gross margin.
   c. markup.
   d. none of these.

2. What federal agency enforces laws designed to eliminate price discrimination?
   a. Fair Pricing Commission
   b. Internal Revenue Service
   c. Commerce Department
   d. Federal Trade Commission

Answers

1. b.
2. d.

Practical Application

Given class instruction, the student will set up pricing review method.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 22 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 22

SET UP PRICING REVIEW METHOD

Student's Name **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Set quarterly pricing tickler.		
2. Documented steps needed to conduct pricing review to include the following: a. Secured networking list and analysis form. b. Called suppliers from networking list asking questions on analysis and recorded on form. c. Called competitors directly; requested price information and record. d. Called customers on networking list and recorded reaction to prices. e. Secured financial statements, studied margins, and recorded on analysis form. f. Secured additional job costing and margin information for bookkeeping. g. Analyzed information and recorded decisions on analysis form. h. Activated changes through business plan revisions in a timely manner.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 23

TASK

Define sales strategy.

STANDARD OF PERFORMANCE OF TASK

The strategy must include specific systems to develop and sell to the markets outlined in the statement of purpose.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Statement of purpose
Customer questionnaire
Brochure

ENABLING OBJECTIVES

1. Prepare customer questionnaire.
2. Identify selling methods.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 140-42.
2. Everard and Burrow. **Business Principles and Management**, Chapter 11.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to review statement of purpose.
3. Assign student to review questionnaire to determine selling methods.
4. Assign student to select method of selling based on information gathered from questionnaire.
5. Assign student to evaluate selling method by conducting research from brochure given to target groups.
6. Invite a guest speaker to class.
7. Assign student to role play the steps of a sale.

PERFORMANCE OBJECTIVE 23

CRITERION-REFERENCED MEASURE

Questions

1. The type of selling that involves face-to-face contact between the seller and the buyer is
   a. telephone selling.
   b. personal selling.
   c. direct mail.

2. The type of selling that allows the buyer to talk to more prospects while eliminating the cost of travel is
   a. telephone selling.
   b. personal selling.
   c. direct mail.

3. The goal of a salesperson should be to
   a. sell the product even if the customer will not be satisfied.
   b. spend as little time as possible with each customer.
   c. discover the reason the customer has for buying a product.

Answers

1. b.
2. a.
3. c.

Practical Application

Given class instruction, the student will define a sales strategy for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 23 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 23

DEFINE SALES STRATEGY

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed statement of purpose to decide niche.		
2. Reviewed customer and advisor questionnaires.		
3. Studied competitors and their sales techniques through networking and advisors.		
4. Selected method of selling.		
5. Presented brochures to target group using selling method.		
6. Reviewed reaction and result.		
7. Documented final sales method.		
8. Continued to review new method for improvement.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 24

TASK

Set up type of sales representation and sales report system.

STANDARD OF PERFORMANCE OF TASK

A sales representation and report system must be selected to include specific forecast methods and sales call activities.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Sales forecast
Sales job descriptions
Contract, if needed
Sales forms
Report outlines
Tickler call file

ENABLING OBJECTIVES

1. Identify sales goals of company.
2. Identify basic selling functions.
3. Identify pricing schedules.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 6.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a sales manager to the class to discuss selling methods used and sales management techniques.
3. Decribe sales forecasting and discuss its importance in selecting sales representatives.
4. Assign student to research sales jobs and report to class on the typical sales activities peculiar to various industries.
5. Describe and discuss various sales reporting procedures used by salespeople.
6. Assign student sales problems to solve.

PERFORMANCE OBJECTIVE 24

CRITERION-REFERENCED MEASURE

Questions

1. In ________________, a salesperson makes direct contact with a customer.

2. A customer purchases the following items:
   two compact discs at $16.95
   one storage case at $24.99
   Tax is 5% and the customer pays with a $100 bill. How much change is due the customer?

Answers

1. personal selling
2. $38.17

Practical Application

Given class instruction, the student will select a type of sales representation and sales report system.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 24 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 24

SELECT TYPE OF SALES REPRESENTATION AND SALES REPORT SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Prepared job description(s) and reviewed with business advisors.		
2. Interviewed potential prospects for reactions to job descriptions and contracts.		
3. Reviewed contracts with an attorney.		
4. Designed system to: a. Determine target markets (stated in purpose) b. Record scheduled calls c. Conduct calls d. Document calls on call reports e. Tickler further action needs f. File and send call reports to general management g. Pull, record, and segregate closed calls		

CHECKLIST FOR PERFORMANCE OBJECTIVE 24

SELECT TYPE OF SALES REPRESENTATION AND SALES REPORT SYSTEM

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
4. Continued h. Complete activity reports and present in meetings i. Compare actual sales and sales forecasts with activity reports on a monthly basis j. Prepare special action plans to reach forecast goals.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 25

TASK

Set up customer data base system.

STANDARD OF PERFORMANCE OF TASK

System must collect profile and needs information at time of sale and provide information on demand with ease of access and clear categories.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Originating forms
Tickler files/computer system
Schedules
Charts
Calendars

ENABLING OBJECTIVES

1. Explain data base system, computer hardware, and computer software.
2. Identify data base computer software programs.
3. Demonstrate use of a data base software program.

RESOURCE

Siropolis. **Small Business Management: Instructor's Manual**, pp. 140-49.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Instruct student to input customer information in data base program.
3. Instruct student to create a card-review calendar.
4. Instruct student to describe the importance of calling customers and mailing newsletters to customers.
5. Arrange a field trip to a business operations center which houses customer information.

PERFORMANCE OBJECTIVE 25

CRITERION-REFERENCED MEASURE

Questions

1. Another name for computer equipment is ______________.
2. Written instructions that tell the computer what to do are called ______________.

Answers

1. hardware
2. software

Practical Application

Given class discussion, the student will set up a customer data base system for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 25 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 25

SET UP CUSTOMER DATA BASE SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
Designed data base system: a. Recorded customer information from orginating form on card/computer b. Checked output and made corrections c. Set up card review calendar d. Made phone calls and recorded results e. Mailed out a newsletter or special item of interest; recorded on card f. Initiated system for information already collected		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 26

TASK

Develop business card.

STANDARD OF PERFORMANCE OF TASK

The business card must present the enterprise and its representative in a manner that identifies and promotes the desired image of the enterprise.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Contact with graphic arts company
Samples of ideas

ENABLING OBJECTIVES

1. Select sample business cards to use as models to design company business card.
2. Tour local printing company.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 6.

TEACHING ACTIVITIES

1. Assign student to review sample business cards.
2. Assign student to design a sample business card.
3. Assign student to discuss the sample business card with local advisor and graphic artist.
4. Assign student to select final design for the business card.
5. Assign student to simulate designing and ordering business cards.

PERFORMANCE OBJECTIVE 26

CRITERION-REFERENCED MEASURE

Questions

1. A(n) ________________ is a form of advertising used by the owner of a business to identify the business in a professional way.
2. A symbol printed on a business card to identify a business is called a(n) ________________.

Answers

1. business card
2. logo

Practical Application

Given class discussion, the student will develop a business card format for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 26 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 26

DEVELOP BUSINESS CARD

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Looked at other company business cards.		
2. Drew up a sample card using creativity, symbolism, and logic.		
3. Met with graphic artist and reviewed.		
4. Asked for a sample and reviewed.		
5. Approved final draft and ordered cards.		
6. Reviewed completed cards.		
7. Carried cards and distributed as needed.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 27

TASK

Develop descriptive brochure.

STANDARD OF PERFORMANCE OF TASK

The brochure must include a simple statement of what the business is all about, and it must show the customer how he/she can benefit from the product or purpose.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Contact with graphic arts company
Sample of ideas

ENABLING OBJECTIVES

1. Collect brochures used by local businesses.
2. Compare the sample brochures.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 6.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to describe the types of advertising media.
3. Assign student to design sample brochure.
4. Assign student to review sample brochure with local advisor and graphic artist.
5. Assign student to make changes to sample brochure if needed.
6. Assign student to simulate ordering printing of brochures.

PERFORMANCE OBJECTIVE 27

CRITERION-REFERENCED MEASURE

Questions

1. The element of the marketing mix that is used to inform customers about the business and its products/services is called ______________ .

2. The type of advertising media that includes brochures, business cards, newspapers, yellow pages, and magazine ads is called ______________.

Answers

1. promotion
2. print media

Practical Application

Given class instruction, the student will develop a descriptive brochure for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 27 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 27

DEVELOP DESCRIPTIVE BROCHURE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed questionnaires and past calls.		
2. Drafted sample brochures and reviewed with customers and advisors.		
3. Took sample brochures to graphic artist and reviewed.		
4. Reviewed graphic artist's draft and ordered brochures.		
5. Approved and collected brochures.		
6. Mailed out or used brochures for calls.		
7. Controlled supply and reorders.		
8. Quarterly reviewed for updating and changes.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 28

TASK

Prepare advertising strategy.

STANDARD OF PERFORMANCE OF TASK

Specific strategies must be formulated that inform the designated target markets of the enterprise's goods and services while promoting the image of the business.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Advertising calendar and budget
Sample drafts

ENABLING OBJECTIVES

1. Identify advertising objectives.
2. Set advertising budget.
3. Contact graphic arts company.
4. Contact media and related services.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 140-42.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Instruct student to identify the type of advertising media.
3. Instruct student to review other businesses' forms of advertising.
4. Instruct student to review advertising costs.
5. Instruct student to develop sample ads and budgets and discuss with local advisors and graphic artist.
6. Instruct student to select types of advertising media.
7. Obtain a guest speaker.
8. Arrange a field trip.

PERFORMANCE OBJECTIVE 28

CRITERION-REFERENCED MEASURE

Questions

1. _______________ is any nonpersonal presentation of information, about products or services, that is paid for by an identified sponsor.
2. The two types of advertising are _______________ and _______________.

Answers

1. Advertising
2. product/promotion, institutional

Practical Application

Given class discussion, the student will prepare an advertising strategy for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 28 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 28

PREPARE ADVERTISING STRATEGY

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Studied other businesses in field for practices and ideas.		
2. Set up a calendar and budget for a dollar amount at or below accepted levels.		
3. Drafted sample ads and reviewed with customer advisors.		
4. Reviewed drafts of ads, calendars, and budgets with graphics company.		
5. Contacted various advertising media and other services.		
6. Asked for samples of prepared material and approved.		
7. Reviewed advertising effectiveness and customer reaction quarterly.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 29

TASK

Prepare public relations strategy.

STANDARD OF PERFORMANCE OF TASK

Strategy should establish a reputation and place in the business community and community in general; it should be both professional and positive.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Contacts with media and professionals
Tickler files
Calendars

ENABLING OBJECTIVE

Identify types of public relations strategies.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 140-42.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to discuss the importance of good public relations.
3. Assign student to discuss with local advisors the types of free public relations tools.
4. Assign student to write sample press release announcing special events.
5. Assign student to discuss press release with local advisors.
6. Assign student to give presentations at local associations.
7. Assign student to develop public relations objectives for the business.
8. Obtain a guest speaker.

PERFORMANCE OBJECTIVE 29

CRITERION-REFERENCED MEASURE

Questions

1. A business can be described in terms of its ________________, which is how customers feel about using the business.

2. The purpose of ________________ is to keep people aware and informed of the business and to show that it has a positive image with the public.

Answers

1. image
2. public relations

Practical Application

Given class discussion, the student will prepare a public relations strategy for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 29 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 29

PREPARE PUBLIC RELATIONS STRATEGY

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Established what was available in the media for the field of business from professionals and advisors.		
2. Recorded all special events.		
3. Contacted media using press releases for all special events.		
4. Joined associations and gave free presentations when possible.		
5. Created special events and happenings.		
6. Read and reviewed publications for ideas.		
7. Set up and reviewed customer service policies and strategies.		
8. Followed up customer with advisors.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PREPARING A MARKETING PLAN

PERFORMANCE OBJECTIVE 30

TASK

Complete sales forecast.

STANDARD OF PERFORMANCE OF TASK

Sales forecast must represent a well-founded commitment in dollars of what sales will be made to occur in the future (12 months, month by month, and yearly for two more years).

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Marketing plan to support forecast
Statement of purpose to guide
Salesperson assigned
Sales forecast form

ENABLING OBJECTIVES

1. Define sales forecast.
2. Review sample sales forecasts.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, pp. 81-86.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Instruct student to calculate sample average market share problems.
3. Instruct student to describe how a sales forecast is prepared.
4. Instruct student to prepare a sales forecast.
5. Instruct student to discuss sales forecast with local advisors.
6. Instruct student to review and complete the sales forecast.

CRITERION-REFERENCED MEASURE

Questions

1. An estimate of sales, in dollars or units, for a specific time period is called a(n) ________________.
2. The number obtained when market potential is divided by the number of competing businesses is called the ________________.

Answers

1. sales forecast
2. average market share

Practical Application

Given class discussion, the student will complete a sales forecast for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 30 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 30

COMPLETE SALES FORECASTS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Determined market share and recorded on forecast form.		
2. Looked at past performance or called advisors to establish seasonal factors.		
3. Modified and spread market share on forecast form by month on a seasonal basis.		
4. Reviewed and completed second modification based on productive capacity.		
5. Made certain others responsible for production committed to capacities used.		
6. Revised again, based on sales capacity, and was accepted by responsible sales force.		
7. Looked at special conditions that could affect sales control and added a further modification, if needed.		
8. Calculated and totaled forecast.		
9. Overviewed results and reviewed with advisor.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

COMPLETING A FINANCIAL PLAN

0DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 31

TASK

Forecast monthly profit and loss for 12 months.

STANDARD OF PERFORMANCE OF TASK

Income must be forecasted for the first 12 months of the new business. All revenues and expenses should be noted on a true accrual basis. The final forecast should be reasonable compared to industry standards.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Bookkeeping system
Current financial statements
Sales forecast
Forms for forecasting data

ENABLING OBJECTIVES

1. Compute numbers with accuracy.
2. Interpret financial data.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management,** Chapter 6.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Describe and discuss the characteristics of a good forecasting system.
3. Assign student to research and report to class on the differences between the cash method and the accrual method of accounting.
4. Invite a local certified public accountant to the class to discuss record-keeping for the small business.
5. Assign student to contact local small business owners to determine how they forecast income for future years.

PERFORMANCE OBJECTIVE 31

CRITERION-REFERENCED MEASURE

Questions

1. The _______________ statement compares expenses against revenue over a period of time to show net profit or loss.

2. The total price of merchandise sold during a specific time period represents _______________.

3. Counting sales as income when the sale is made is called _______________.

Answers

1. income (profit and loss)
2. cost of goods sold
3. accrual

Practical Application

Given class instruction, the student will forecast monthly profit and loss for 12 months.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 31 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 31

FORECAST MONTHLY PROFIT AND LOSS FOR 12 MONTHS

Student's Name **Date**

DIRECTIONS TO STUDENT	Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.
DIRECTIONS TO EVALUATOR	Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Spread revenues on forecasting sheet.		
2. Checked accrual basis accounting figures.		
3. Determined cost of goods sold, if applicable, as a percentage from past statements or experienced source.		
4. Multiplied percentage cost of goods sold times revenue and listed gross margin.		
5. Listed all expenses from gross margin to arrive at net profit or loss before taxes.		
6. Subtracted total expenses from gross margin to arrive at net profit or loss before taxes.		
7. Continued process for eleven more months.		
8. Changed cost of goods sold if better purchases made expenses reach new capacities and revenues for price increases.		
9. Compared results to industry standards.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 32

TASK

Prepare profit-and-loss forecasts for next two years.

STANDARD OF PERFORMANCE OF TASK

Profit-and-loss forcasts must cover all estimated revenues and expenses and be based on reasonable expectations of change and any specific changes that would impact the enterprise.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Completed income statement for year one
Input from customers and advisors

ENABLING OBJECTIVES

1. Interpret financial data.
2. Address changes predicted by advisors.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 6.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to research and report to class typical problems new businesses encounter after the first year.
3. Invite a business consultant to the class to discuss problems related to forecasting business revenues/expenses.
4. Assign student to select industries, research their profit time periods, and discover and report profit standards.
5. Discuss and demonstrate the help computers can be in forecasting business trends.

PERFORMANCE OBJECTIVE 32

CRITERION-REFERENCED MEASURE

Questions

1. Costs that contribute to the manufacture and distribution of goals are ________________ expenses.
2. Lowering the price or estimated value is referred to as ________________ .

Answers

1. operating
2. depreciation

Practical Application

Given class instruction, the student will prepare profit-and-loss forecasts for next two years.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 32 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 32

PREPARE PROFIT-AND-LOSS FORECASTS FOR NEXT TWO YEARS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	**Unsatisfactory**
1. Estimated years two and three.		
2. Compared to first year and reviewed size of increases as a percentage.		
3. Reviewed increases with advisors.		
4. Divided increases into quarterly increments as part of back-up notes and to show seasonal variations.		
5. Placed with first year monthly forecast.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 33

TASK

Determine point of profitability.

STANDARD OF PERFORMANCE OF TASK

The point of profitability for the new business must be determined in its first 3-6 months. Viability of the business should be reached at 12 months. Exceptions and failures should be discussed with the advisor.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Profit standards for industry
Completed income statements for years 1, 2, and 3

ENABLING OBJECTIVES

1. Interpret financial data.
2. Determine possible future problem areas of business/industry.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 8.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Describe and discuss the business variables that can affect profits.
3. Assign student to research and report on various ways that businesses increase company net profits.
4. Assign student to survey business owners to determine the effect inventory levels have on profits.
5. Discuss the concepts of pessimistic, most likely, and optimistic forecasts as they relate to profit projections.
6. Invite guest speaker(s) to discuss the importance of the first 12 months of a business. Have speaker direct comments to various types of businesses within the classroom.

PERFORMANCE OBJECTIVE 33

CRITERION-REFERENCED MEASURE

Questions

1. A tool used to help interpret business financial statements is a(n) ________________.
2. The effectiveness and efficiency of the management of the small business can be indicated by ________________.

Answers

1. ratio analysis
2. profitability ratios

Practical Application

Given class instruction, the student will determine points of profitability.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 33 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 33

DETERMINE POINT OF PROFITABILITY

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Checked profit and loss statement for accuracy.		
2. Looked at third and sixth months' net profits and interpreted data.		
3. Determined if profitability was being reached in the third and sixth months.		
4. Looked at the twelfth month to determine if profit had reached a point of viability (i.e., as determined by industrial standards or approximately a 10% return before taxes).		
5. Reviewed figures and assumptions with an advisor.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 34

TASK

Determine need to revise Statement of Purpose.

STANDARD OF PERFORMANCE OF TASK

The decision to revise/not revise Statement of Purpose must consider revenue and cost forecasts, marketing strategies and other pertinent information to ensure that projections of market share and profit margins are achievable and within viable ranges for the industry.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Original Statement of Purpose

ENABLING OBJECTIVES

1. Identify possible changes in business/industry.
2. Interpret trends from profit and loss projections.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss the concept of economic forecasting as it applies to business projections.
3. Invite a local bank economist to the class to discuss the value of economic forecasts in businesses and industries.
4. Assign student to research and report on a business that changed and whose purposes became successful.

PERFORMANCE OBJECTIVE 34

CRITERION-REFERENCED MEASURE

Questions

1. The total dollar value available for purchasing goods and services in a given area is ______________.

2. Entrepreneurs should seek the expert help of an insurance agent who can design a program of risk management that
   a. pinpoints risks that may cause dollar losses.
   b. estimates how severe losses may be.
   c. both a and b
   d. neither a nor b

Answers

1. market potential
2. c.

Practical Application

Given class instruction, the student will determine need to revise Statement of Purpose.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 34 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 34

DETERMINE NEED TO REVISE STATEMENT OF PURPOSE

Student's Name **Date**

DIRECTIONS TO STUDENT	Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.
DIRECTIONS TO EVALUATOR	Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	**Unsatisfactory**
1. Secured original Statement of Purpose and profit and loss forecast.		
2. Reviewed marketing niche to determine if new niche could be found.		
3. Reviewed all new market niche possibilities in four ways: a. Depth of market b. Profit margin c. Ease of sale d. Collectability		
4. Reapplied new niche to the profit and loss projection and produced new numbers.		
5. Revised statement of purpose and profit and loss until feasibility was reached.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 35

TASK

Prepare an annual cash-flow forecast.

STANDARD OF PERFORMANCE OF TASK

The cash-flow forecast must cover a twelve-month period and be based upon established accounting principles. It must account for anticipated inflow and outflow of cash and show an estimated true ending and beginning balance for each accounting period. In addition, the forecast must separate all estimated asset and liability transactions from monthly operating revenue and expenses.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Completed Statement of Purpose
Calculator
Completed profit and loss
Cash flow spreadsheet
Completed cash forecast

ENABLING OBJECTIVES

1. Identify trends of cash flow.
2. Identify sources of funds for cash flow problems.

RESOURCES

1. Siropolis. **Small Business Management**, Chapter 11.
2. Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 7.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss the importance of cash flow as it applies to small businesses.
3. Assign student to visit a bank branch office to get requirements for both short-term and long-term loans and report findings to class.
4. Assign student to prepare a cash budget for himself/herself for the next two months and monitor and report to the class any changes made.

PERFORMANCE OBJECTIVE 35

CRITERION-REFERENCED MEASURE

Questions

1. Neither the income statement nor balance sheet actually measures ________________.

2. A(n) ________________ is a measure of changes in the cash an enterprise will have available from month to month.

Answers

1. cash flow
2. cash budget

Practical Application

Given class instruction, the student will prepare an annual cash-flow forecast.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 35 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 35

PREPARE AN ANNUAL CASH-FLOW FORECAST

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Secured the profit and loss forecast and a cash forecasting spreadsheet.		
2. Recorded all cash transactions from the profit and loss sheet onto the cash flow sheet if it was a cash business, and goods and services were paid for immediately.		
3. Prepared a cash stagger sheet reflecting the kind of percentages journal and projected how cash would actually, through collections, flow in, if it were a business where sales were collected over a period of time.		
4. Listed all other souces of income such as loans.		
5. Listed all expenses being certain to show them as they were paid without accrual.		
6. Listed all changes in assets and liabilities flow the subtotal of the cash flow.		

CHECKLIST FOR PERFORMANCE OBJECTIVE 35

PREPARE AN ANNUAL CASH-FLOW FORECAST

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
7. Subtracted all expenses from all inflows of cash to determine the cash position and transferred to the top of the next column.		
8. Reviewed completion of twelve months cash flow to make sure that it was completed and coincided with the profit loss.		

APPROVED: YES ____ NO ____

Evaluator's Signature Date

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 36

TASK

Prepare an initial balance sheet for end of first year.

STANDARD OF PERFORMANCE OF TASK

A balance sheet for the end of the first year must show assets, liabilities, and net worth.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Inventories
Appraisals
Spreadsheets

ENABLING OBJECTIVES

1. Identify concepts of assets and liabilities.
2. Understand concept of owner's equity.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 6.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss the need for accuracy in recording numbers on financial papers.
3. Assign student to research and report on the typical business procedures used to modify projected income/expenses.
4. Discuss with class the key point of using ratios in reviewing financial papers.
5. Assign student to interview, then report to class, the methods business owners use to adjust financial projections.

PERFORMANCE OBJECTIVE 36

CRITERION-REFERENCED MEASURE

Questions

1. Statements which estimate the profitability and the overall financial condition of the business for future months are called ______________.

2. A(n) ______________ is simply a written financial plan for the future.

Answers

1. pro forma
2. budget

Practical Application

Given class discussion, the student will prepare a balance sheet for the business's first year.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 36 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 36

PREPARE AN INITIAL BALANCE SHEET FOR END OF THE FIRST YEAR

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Listed assets as follows: a. Current b. Long-term		
2. Listed liabilities as follows: a. Current b. Long-term		
3. Calculated net worth (i.e., assets less liabilities).		
4. Balanced against amount originally put into the business.		
5. Secured the initial balance sheet and format projection the same way.		
6. Recorded item by item changes taken from: a. Profit and loss (P & L forecast) b. Cash flow and capital changes		
7. Balanced projected balance sheet (pro forma) back to other projections using new net worth.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 37

TASK

Analyze net worth.

STANDARD OF PERFORMANCE OF TASK

Analysis must identify enterprise's current and anticipated year-end net worth. Trends must be identified which effect liquidity and continued operation.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Initial balance sheet
Pro forma balance sheet
Calculator/computer

ENABLING OBJECTIVES

1. Identify concepts of balance sheet.
2. Identify uses of balance sheet.

RESOURCES

1. Scarborough and Zimmerer. **Effective Small Business Management,** Chapter 6.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, p. 179.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to research and report on various methods used to appraise businesses.
3. Assign student to research the backgrounds of prominent wealthy businesspeople and report to class the various methods used to calculate their wealth.
4. Invite a stockbroker to class to discuss the various methods used to evaluate stocks and bonds.

PERFORMANCE OBJECTIVE 37

CRITERION-REFERENCED MEASURE

Questions

1. The excess of the value of assets less the value of the liabilities is ________________.

2. The extra money paid for a business with a good reputation is called ________________.

Answers

1. net worth
2. good will

Practical Application

Given class instruction, the student will analyze the net worth of the business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 37 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 37

ANALYZE NET WORTH

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed trend in net worth between initial balance sheet and projection.		
2. Explained trend.		
3. Reviewed all items in other projections causing negative trends in net worth.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY COMPLETING A FINANCIAL PLAN

PERFORMANCE OBJECTIVE 38

TASK

Conduct an overall financial feasibility analysis.

STANDARD OF PERFORMANCE OF TASK

The analysis must indicate the financial health of the enterprise and its ability to continue and progress as a viable operation. The balance sheet, forecasts, and debt ratio must be reviewed to identify current, as well as projected cash flow, profitability, return on investment, and debt to worth ratio.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Profit and loss forecast
Cash flow
Pro forma balance sheet
Calculator/computer

ENABLING OBJECTIVES

1. Identify concepts of profit and loss/income statements.
2. Identify concepts of cash flow, financial ratios, and factors.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 8.
2. Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 8.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign student to compile a list of businesses that are prone to failure.
3. Invite a local chamber of commerce official to the class to discuss the effects the local economy can have on a business/industry.
4. Assign student to research and report on the role that business brokers have on the buying/selling of established businesses.

PERFORMANCE OBJECTIVE 38

CRITERION-REFERENCED MEASURE

Questions

1. The value of an asset equal to cost less depreciation is called ________________.
2. Another name for the break-even chart is a(n) ________________.

Answers

1. book value
2. profit graph

Practical Application

Given class discussion, the student will conduct a financial feasibility analysis of the new business

Method of Evaluating Practical Application

Use Checklist for Performance Objective 38 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 38

CONDUCT AN OVERALL FINANCIAL FEASIBILITY ANALYSIS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Compared forcasted figures to industrial standards.		
2. Checked current ratios and debt to worth along with other key ratios.		
3. Prepared a break-even analysis.		
4. Reviewed with advisor.		
5. Reviewed all financial aspects with major emphasis on return on investment and protection of investment.		

APPROVED: YES ____ NO ____

Evaluator's Signature **Date**

PLANNING FOR PRODUCTION

PERFORMANCE OBJECTIVE 39

TASK

Establish work flow.

STANDARD OF PERFORMANCE OF TASK

A work flow chart must be completed and then reviewed by an experienced person. The chart must be logical and practical.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Flow chart forms/paper
Tape recorder/computer with word processor

ENABLING OBJECTIVES

1. Identify short-term goals of company.
2. Establish quality checks in process.

RESOURCE

Fallek. **How to Set Up Your Own Small Business,** Chapter 7.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite an operations manager of a manufacturing plant to discuss how work flow charts are used.
3. Arrange for class to visit a manufacturing plant to see work flow firsthand.
4. Assign student to research the concepts of "operations" and "operations management"; then share results with class.
5. Assign student the duty of constructing work flow, using class members for the basis of operations.

PERFORMANCE OBJECTIVE 39

CRITERION-REFERENCED MEASURE

Questions

1. The process of managing, obtaining, and transforming resources to add value to them before they are output as goods and services is called ________________.

2. The term ________________ refers to any business process used to produce either a physical good or a service.

Answers

1. operations management
2. operations

Practical Application

Given class discussion, the student will be able to construct a work flow chart that is logical and practical.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 39 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 39

ESTABLISH WORK FLOW

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed process with experienced person.		
2. Recorded each step in sequence by function and operation.		
3. Used a simple model operation to set up flow.		
4. Looked for bottlenecks.		
5. Looked for full utilization of people, places, and things.		

APPROVED: YES _____ NO ____

Evaluator's Signature Date

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 40

TASK

Document system of operation.

STANDARD OF PERFORMANCE OF TASK

Documentation of business system of operation must be clear and complete so others can perform the tasks.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Preliminary flow chart
Word processor/typewriter
Experienced advisor

ENABLING OBJECTIVES

1. Identify standards for operations system.
2. Establish steps in business planning.

RESOURCE

Graf. **Business in an Information Economy**, Chapter 18.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss/describe the need for planning and documentation of production/operations functions.
3. Invite a banker to the class to discuss the cash needs that businesses typically have in beginning production/operations.
4. Discuss/describe the need for clear descriptions in describing production/operations.
5. Assign student to bring to class examples of instructions (i.e., from craft kits) that were incorrect and frustrating to use.

PERFORMANCE OBJECTIVE 40

CRITERION-REFERENCED MEASURE

Questions

1. The cash available to buy whatever the company needs is called _______________.
2. Materials converted into useful products is called _______________.

Answers

1. working capital
2. processing

Practical Application

Given class discussion, the student will document a business system of operation.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 40 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 40

DOCUMENT SYSTEM OF OPERATION

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Recorded all narratives from flow chart on word processor or typewriter in sequence by function.		
2. Organized resulting procedures in book type form.		
3. Reviewed with an advisor familiar with the process.		
4. Made necessary revisions.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 41

TASK

Prepare necessary operations control forms.

STANDARD OF PERFORMANCE OF TASK

Operations control forms must provide complete information, an audit trail, and necessary marketing data.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Flow chart
Written procedures
Experienced advisor

ENABLING OBJECTIVES

1. Establish operations controls.
2. Identify documents needed.

RESOURCES

1. Graf. **Business in an Information Economy**, Chapter 18.
2. Fallek. **How to Set Up Your Own Small Business**, Chapter 12.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite an office forms salesperson to class to discuss how forms are designed and printed.
3. Arrange for student to visit an accounting office of a large business to watch as work/paper flow continues.
4. Assign student to research and report on various personnel, tax, and other forms that must be regularly reported.
5. Discuss/describe the need for every business to keep an index of forms it uses for all operations.
6. Role play simulation demonstrating the flow of operations.

PERFORMANCE OBJECTIVE 41

CRITERION-REFERENCED MEASURE

Questions

1. The government forms most often used in a business come from the U. S. ________________.

2. A term that includes employee theft and production/product losses is called ________________.

Answers

1. Internal Revenue Service
2. shrinkage

Practical Application

Given class discussion, the student will prepare operations control forms to provide needed data on business operations.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 41 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 41

PREPARE NECESSARY OPERATIONS CONTROL FORMS

Student's Name **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Designed forms to fit flow charts, making certain they recorded a complete transaction.		
2. Designed the forms to include marketing information.		
3. Tested forms against flow charts and procedures and wrote them in where needed.		
4. Checked other company forms when possible.		
5. Reviewed with an experienced advisor.		
6. Tested and changed as needed.		
7. Completed and checked necessary IRS/government forms.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 42

TASK

Purchase/lease equipment.

STANDARD OF PERFORMANCE OF TASK

Equipment selected should maximize use of space, materials, and personnel, and perform its operations at acceptable standards of quality. The purchase price, operating costs, and maintenance costs must be considered against actual and anticipated resources.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Equipment lists
Calculator
Experienced advisor
Three or more comparisons of equipment to be used

ENABLING OBJECTIVES

1. Recognize budget restraints.
2. Compare quality and prices.

RESOURCE

Fales et al. **Technology Today and Tomorrow**, Chapter 9.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite an office equipment salesperson to the class to discuss how to purchase and arrange equipment.
3. Discuss/describe the various methods of shipping equipment.
4. Assign student to interview business owners/managers and report how they acquired their equipment.
5. Describe the effect that purchasing policies have on equipment needs.

PERFORMANCE OBJECTIVE 42

CRITERION-REFERENCED MEASURE

Questions

1. Capital that pays the business bills is called ________________.
2. Designation of a point at which ownership changes from vendor to buyer and designation of who will pay shipping charges and from what point is identified as ________________.

Answers

1. cash flow
2. FOB (free on board)

Practical Application

Given class discussion, the student will purchase/lease equipment.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 42 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 42

PURCHASE/LEASE EQUIPMENT

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Secured lists of machines from suppliers.		
2. Secured suggestions from advisors.		
3. Fitted machine into the procedures now complete.		
4. Analyzed cost, ease of flow, and utilization.		
5. Requested final proposals from suppliers.		
6. Reviewed contracts, etc., with proper advisors.		
7. Conducted use tests and purchased.		
8. Maintained machine and reviewed performance.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 43

TASK

Organize space.

STANDARD OF PERFORMANCE OF TASK

Production/operation space must be used in a way that complements production, customers, and flow.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Work space dimensions
Written work flow plan
Equipment size specifics
Space layout sheet/blueprint
Calculator/ruler
Advisor

ENABLING OBJECTIVE

Estimate space needs of business.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business**, Chapter 7.
2. Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 14.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a department store manager to class to discuss the importance of layout organization in retailing.
3. Arrange for class to visit an office processing center to observe work flow in a paper processing setting.
4. Assign student to interview store managers/owners on space organizations and then share the results in class discussion.
5. Assign student to research and discuss in class the importance of proper lighting in business space organization.

PERFORMANCE OBJECTIVE 43

CRITERION-REFERENCED MEASURE

Questions

1. Retailers have three basic layout patterns to choose from: ______________, ______________, and ______________.
2. The goal of business layout is to create an efficient ______________.
3. The logical arrangement of physical facilities that provides for efficient operations is called ______________.
4. Proper lighting
   a. is measured by what is ideal for the job being done.
   b. allows employees to work at maximum efficiency.
   c. varies depending on the type of business.
   d. all of the above
   e. none of the above

Answers

1. grid, free-form, boutique
2. work flow
3. layout
4. d.

Practical Application

Given class discussion, the student will organize the business working space to facilitate production and work flow.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 43 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 43

ORGANIZE SPACE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Secured blueprint space layout.		
2. Drew arrows following flow chart.		
3. Checked to see there were few or no bottlenecks.		
4. Looked for wasted space.		
5. Reviewed layout with potential employees or customers.		
6. Reviewed layout with experienced advisor.		
7. Selected appropriate lighting for business.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 44

TASK

Establish purchasing sources and accompanying policies.

STANDARD OF PERFORMANCE OF TASK

Purchasing sources and purchasing policies must be established in the business. Inventory levels must be established that are compatible with production/services of business. Policies must include method of stocking, control, and reorder points, and agree with statement of purpose.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Established inventory level
List of purchase sources

ENABLING OBJECTIVES

1. Identify purchasing goals.
2. Establish levels of inventory desired.

RESOURCE

Fallek. **How to Set Up Your Own Small Business**, Chapter 10.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a purchasing agent to class to discuss purchasing policies and practices.
3. Assign student to research and bring to class the several techniques (e.g., Economic Order Quantity) used to analyze the proper levels of stock.
4. Invite a small business owner to the class to discuss/describe the costs involved in carrying large inventories: interest expense, opportunity costs, etc.
5. Assign student to research and report on the problems associated with (government) bidding problems in purchasing supplies.

PERFORMANCE OBJECTIVE 44

CRITERION-REFERENCED MEASURE

Questions

1. A(n) ______________ is responsible for buying anything the company needs.
2. A system used to help in production and inventory control is ______________.
3. Purchasing is usually thought of as "buying materials and services at the right ______________, at the right ______________, from the right ______________, in the right ______________, at the right ______________.
4. Competitive bids are usually associated with ______________ or ______________ purchases.

Answers

1. purchasing department
2. material requirements planning
3. quality, price, source, quantity, time
4. expensive, large

Practical Application

Given class discussion, the student will establish purchasing sources and accompanying policies.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 44 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 44

ESTABLISH PURCHASING SOURCES AND ACCOMPANYING POLICIES

Student's Name **Date**

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Required shelves and stocking area to be set up for ease of handling.		
2. Controlled inventory records in and out.		
3. Described checking out system that was compatible with production.		
4. Reviewed inventory levels and reorder needs.		
5. Ensured reordering required pricing items every time.		
6. Set down steps followed when back order or short deliveries occurred.		
7. Established method of replacing suppliers.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 45

TASK

Set up product/service scheduling system.

STANDARD OF PERFORMANCE OF TASK

The product/service scheduling system must allow for maximum production at lowest cost and still meet customer's needs.

SOURCE OF STANDARD

Washington Writing Team

C,ONDITIONS FOR PERFORMANCE OF TASK

Schedule technique
Scheduling chart
Flow chart of operations
Order/work forms

ENABLING OBJECTIVES

1. Identify scheduling goods.
2. Utilize flow charts and scheduling procedures.

RESOURCE

Scarborough and Zimmerer. **Effective Small Business Management**, Chapter 16.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss/describe with class the concepts of inventory and scheduling as used in general business.
3. Assign student to research and report on methods manufacturing companies use to schedule their production lines.
4. Discuss/describe with class the relationships that quality control, scheduling, and inventory have in a business.
5. Invite a representative from a trucking company to the class to discuss the effects/problems scheduling has in that industry.

PERFORMANCE OBJECTIVE 45

CRITERION-REFERENCED MEASURE

Questions

1. For the typical small business, _______________ represents the greatest investment of capital.
2. The most common method of controlling inventory in a small business is the _______________ system.

Answers

1. inventory
2. visual control

Practical Application

Given class discussion, the student will set up a product/service scheduling system.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 45 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 45

SET UP PRODUCT/SERVICE SCHEDULING SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Selected a format to show schedule which included all identification information, times to start and complete assignments, and other pertinent information.		
2. Completed schedule for the longest period of time possible.		
3. Made certain all involved had copies or exposure.		
4. Maintained a record of existing schedules before modification, then modified.		
5. Recirculated modified schedules.		
6. Reviewed schedules daily and followed up delays with customer, responsible parties, and systems problems.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

PERFORMANCE OBJECTIVE 46

TASK

Develop a quality control guarantee.

STANDARD OF PERFORMANCE OF TASK

The quality control policy must ensure immediate determination of action to correct and review problems. The policy must be easily read and understood.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Flow chart of system
Complaint forms/system

ENABLING OBJECTIVES

1. Identify standards needed in business.
2. Implement administrative procedures.

RESOURCES

1. Scarborough and Zimmerer. **Effective Small Business Management**, pp. 328-34.
2. Fales et al. **Technology Today and Tomorrow**, pp. 172-76.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Assign class to compare their methods of inspecting products before buying.
3. Invite a production manager to the class to discuss how quality is maintained.
4. Assign student to discover what manufacturers do with rejected parts.
5. Discuss/describe the types/roles of engineers involved in quality control processes.

PERFORMANCE OBJECTIVE 46

CRITERION-REFERENCED MEASURE

Questions

1. Making sure that the product/service is done according to plans and meets all specifications is called ______________.
2. The method of checking on a few products rather than every one is ______________.

Answers

1. quality assurance (or quality control)
2. sampling

Practical Application

Given class discussion, the student will develop a quality control program and guarantee.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 46 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 46

DEVELOP A QUALITY CONTROL GUARANTEE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Allowed customers to register complaints with simple input statements.		
2. Received directly or by report all internal or external errors daily.		
3. Took follow-up action immediately (as stated) and encouraged full acceptance or rejection.		
4. Reviewed statement with all employees or advisors.		
5. Reviewed statements and guarantees with attorney.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY PLANNING FOR PRODUCTION OPERATION

PERFORMANCE OBJECTIVE 47

TASK

Establish a productivity standards system and review schedule.

STANDARD OF PERFORMANCE OF TASK

The productivity standards system must determine actual productivity from both equipment and employees and be capable of identifying inadequate as well as superior production quotas.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Flow chart of system (process chart)
List of standards in writing
Plant layout

ENABLING OBJECTIVES

1. Identify production standards.
2. Identify standard goals and review processes.

RESOURCE

Fales et al. **Technology Today and Tomorrow**, Chapter 8.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Arrange for student to visit a modern factory to see firsthand how production is managed.
3. Assign student to collect food and health products with batch/lot numbers for class comparison and discussion.
4. Describe the three types of production: custom, job-lot, and continuous. Emphasis should be on input: people, materials, energy, and capital.
5. Assign student to collect terms and definitions related to production (i.e., inputs, processes, and outputs).

PERFORMANCE OBJECTIVE 47

CRITERION-REFERENCED MEASURE

Questions

1. A(n) ______________ shows the sequence of manufacturing steps.
2. A plan developed for the interior of the plant to produce a product is a(n) ______________.

Answers

1. process chart (flow chart)
2. plant layout

Practical Application

Given class discussion, the student will establish a productivity standards system and review schedule.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 47 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 47

ESTABLISH A PRODUCTIVITY STANDARDS SYSTEM AND REVIEW SCHEDULE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Selected measurement(s) agreeable with kind of business: consulted with business advisor and discussed with employees and associates.		
2. Developed a form to keep track of production.		
3. Collected and analyzed forms on a continuous basis.		
4. Checked on lack of performance by backtracking flow.		
5. Rewarded high productivity.		
6. Took needed action with underproduction as soon as possible: a. Machines: Reviewed and improved or replaced. b. People: Placed on probation or replaced.		
7. Collected information as seen in material received or experienced.		

CHECKLIST FOR PERFORMANCE OBJECTIVE 47

ESTABLISH A PRODUCTIVITY STANDARDS SYSTEM AND REVIEW SCHEDULE

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
8. Reviewed material on a regular schedule (weekly preferred) with associates, employees, and advisors.		
9. Attended workshops and classes.		
10. Joined networks and associations.		
11. Watched competition.		
12. Established an attitude that encouraged input.		

APPROVED: YES _____ NO ____

Evaluator's Signature Date

PLANNING THE PERSONNEL SYSTEM

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 48

TASK

Develop job descriptions.

STANDARD OF PERFORMANCE OF TASK

The job descriptions for the new business must identify basic functions, time frames, standards, and recording and reporting requirements.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Operations flow chart
Standard job description forms

ENABLING OBJECTIVE

1. Identify job requirements.
2. Review flow chart of operations.

RESOURCES

1. Plunkett and Attner. **Introduction to Management**, pp. 251-52.
2. Fallek. **How to Set Up Your Own Small Business**, Chapter 17.

TEACHING ACTIVITIES

1. Read and discuss resource material.
2. Review major headings and subheadings of a standard job description form.
3. Provide student with several blank forms (or prepared substitutes) and have him/her complete a sample form as a small group activity.
4. Collect, review, and correct the student's initial efforts.
5. Lead a discussion of the (1) major segments of a job description, (2) the major uses or values of job decriptions, and (3) the relationship of job descriptions to the recruiting function.

PERFORMANCE OBJECTIVE 48

CRITERION-REFERENCED MEASURE

Questions

1. What is the most important function of a job description?
   - a. To clarify the worker's duties and responsibilities
   - b. To indicate lines of authority
   - c. To facilitate recruitment
   - d. To indicate functional relationships

2. Who has the primary responsibility for the preparation and accuracy of a job description?
   - a. Chief executive officer
   - b. Personnel director
   - c. General manager
   - d. Position supervisor

Answers

1. a.
2. d.

Practical Application

Given class discussion, the student will develop job descriptions.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 48 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 48

DEVELOP JOB DESCRIPTIONS

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	**RATING**	
	Satisfactory	**Unsatisfactory**
.1. Determined functions.		
2. Listed qualifications required.		
3. Defined basic functions.		
4. Defined salary system.		
5. Identified reporting "chain of command."		
6. Listed major operations.		
7. Assigned times (i.e., hours, minutes, days, etc.).		
8. Totaled times and listed special duties.		
9. Had supervisor sign the job description.		

APPROVED: YES _____ NO ____

Evaluator's Signature Date

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 49

TASK

Prepare an organizational chart.

STANDARD OF PERFORMANCE OF

The organizational chart must show all functional responsibilities and the separation of policy making, administration, and operations.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Operations flow chart
Job descriptions
Statement of purpose
Sales forecasts

ENABLING OBJECTIVE

1. Identify goals of each department.
2. Identify work flow.

RESOURCES

1. Plunkett and Attner. **Introduction to Management**, Chapter 7.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapter 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Furnish student with a blank chart and a series of mock job descriptions.
3. Instruct student to attempt to properly complete the blank chart, based on job descriptions.
4. Display the properly completed chart via transparency, slide, handout or chalkboard.
5. Review and correct student's efforts. Be certain student comprehends the difference between line and staff functions and authority.

PERFORMANCE OBJECTIVE 49

CRITERION-REFERENCED MEASURE

Questions

1. What are the two types of authority?
   a. Line and staff authority
   b. Personnel and operations authority
   c. Managemental and labor authority
   d. Vertical and horizontal authority

2. The term *span of control* refers to
   a. the number of workers any given manager directs.
   b. the rank of any given supervisor.
   c. managers with policy setting responsibility.
   d. the scope of a supervisor's responsibilities.

Answers

1. a.
2. a.

Practical Application

Given class discussion, the student will prepare an organizational chart for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 49 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 49

PREPARE AN ORGANIZATIONAL CHART

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Identified all functions.		
2. Checked functions against job descriptions.		
3. Laid out chart according to levels of authority.		
4. Reviewed chart with advisor/associates.		
5. Prepared future charts for forecasts.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 50

TASK

Set up a grievance system.

STANDARD OF PERFORMANCE OF TASK

The grievance system must be easy to follow and explain timely problem resolution in a way that is fair to everyone.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Organization chart
Job descriptions
Statement of purpose

ENABLING OBJECTIVE

Identify goals of personnel policy.

RESOURCES

1. Plunkett and Attner. **Introduction to Management**, pp. 448, 450-52.
2. Everard and Burrow. **Business Principles and Management**, Chapter 2.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Conduct a brainstorming session concerning the question "What do workers want most on the job?"
3. Provide student with a copy of (or exerpts from) an actual grievance manual and list the major components described.
4. Relate the grievance process to the Labor Movement via lecture/discussion.
5. Have student prepare a proposed grievance plan and critique as whole class activity. Seek to elicit the rationale for the student's choice of each procedure.
6. Have student role-play a grievance situation.

PERFORMANCE OBJECTIVE 50

CRITERION-REFERENCED MEASURE

Questions

1. What is the primary rationale for a written grievance policy?
    a. Saves money.
    b. Decreases management turnover and avoids legal actions.
    c. Saves time.
    d. Increases morale and productivity.

2. One important program for the reduction of grievances and the enhancement of worker satisfaction is called
    a. zero defects.
    b. QWL (Quality of Work Life).
    c. suggestion stations.
    d. CPA.

Answers

1. d.
2. b.

Practical Application

Given class discussion, the student will set up a grievance system.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 50 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 50

SET UP A GRIEVANCE SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Wrote grievance policy to coincide with statement of purpose.		
2. Wrote step-by-step filing procedures.		
3. Included methods of reply.		
4. Set time limits.		
5. Placed filing steps into written form and distributed to employees.		
6. Reviewed employee reaction and unresolved complaints in staff meetings.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

PERFORMANCE OBJECTIVE 51

TASK

Set up an employee training program.

STANDARD OF PERFORMANCE OF TASK

Program must cover total training needs and be uniform and outcomes oriented.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Operations flow chart
Job descriptions
Statement of purpose
Standards (measurement systems)
Flow chart
Procedures

ENABLING OBJECTIVE

Identify job skill needs of company.

RESOURCES

1. Plunkett and Attner. **Introduction to Management**, pp. 262-71.
2. Fallek. **How to Set Up Your Own Small Business**, Chapter 17.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion. Point out difference between "training" and "development."
2. Display slide or chart with the following terms and ensure student comprehension of them: OJT, vestibule training, subjective appraisal, and objective appraisal.
3. Provide student with an actual (or prepared) training plan and support materials for review and comment. (Note: The BiLo Corporation provides such materials to its employees as correspondence courses.)
4. Assign student to prepare a mock training plan for a three year period and present the rationale for decisions to the class.
5. Invite a personnel director from a local firm to present his/her company's training activities.

PERFORMANCE OBJECTIVE 51

CRITERION-REFERENCED MEASURE

Questions

1. The primary objective of all training and development activities is to
   a. increase productivity.
   b. decrease absenteeism.
   c. provide in-house promotions.
   d. reward outstanding effort.

2. The most common training system in American enterprises is
   a. external training.
   b. management by objective.
   c. vestibule training.
   d. on-the-job training.

Answers

1. a.
2. d.

Practical Application

Given class discussion, the student will set up an employee training program.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 51 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 51

SET UP EMPLOYEE TRAINING PROGRAM

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed on-the-job training for effectiveness and procedures.		
2. Used job descriptions to study educational needs.		
3. Used organizational charts to schedule education and development for a three year period.		
4. Studied outside sources of development and education.		
5. Reviewed program with advisors, associates, and employees.		
6. Tied training and performance reviews together for outcomes review.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 52

TASK

Develop personnel policies.

STANDARD OF PERFORMANCE OF TASK

Personnel policies should cover all areas of performance and activity applicable to the business and its employees. They should be non-discriminating and clear.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Operations flow chart
Job descriptions
Statement of purpose
Written procedures

ENABLING OBJECTIVE

1. Identify personnel goals.
2. Identify job responsibilities.

RESOURCES

1. Plunkett and Attner. **Introduction to Management**, pp. 103, 238-79.
2. Fallek. **How to Set Up Your Own Small Business**, Chapter 17.

TEACHING ACTIVITIES

1. Display a chart or slide listing the primary functions of Human Resource Management to include the following: recruiting, orienting, selecting, training, developing, appraising, promoting, demoting, transferring, separating, communicating, and administering the benefits program. Point out that the policies must cover each element.
2. Strongly emphasize the impact of the EEO Act of 1972 upon personnel actions.
3. Divide class into small groups of three or four and have each group attempt to write a proposed policy for several of the functions. Assign a few of the functions to each group.
4. Have a member of each group report their initial effort.
5. Analyze and critique as many of the initial efforts as time permits, then furnish students with "well done" samples or exerpts from actual employee manuals.
6. Invite a personnel manager to discuss his/her company's personnel policies.

PERFORMANCE OBJECTIVE 52

CRITERION-REFERENCED MEASURE

Questions

1. This legislation had the greatest impact upon personnel policies among American businesses:
   a. Civil Rights Act of 1964.
   b. Equal Employment Opportunity Act of 1972.
   c. Civil Rights Act of 1967.
   d. Age Discriminating Act of 1967.

2. Collectively the human resource activities of recruiting, selecting, orienting, and training, etc., are called
   a. staffing.
   b. personnel actions.
   c. personnel management.
   d. human resource planning.

Answers

1. b.
2. a.

Practical Application

Given class discussion, the student will develop personnel policies.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 52 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 52

DEVELOP PERSONNEL POLICIES

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed needs of all groups together with the statement of purpose.		
2. Made a list of the needs and reviewed them with members of owners, employees, and customers/advisors.		
3. Examined policies of similar businesses.		
4. Wrote out policies and reviewed with legal advisor.		
5. Tested policies on temporary basis.		
6. Made final changes.		
7. Set and distributed official policies.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

PLANNING THE PERSONNEL SYSTEM

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 53

TASK

Develop customer relations policy that includes policy orientation.

STANDARD OF PERFORMANCE OF TASK

A customer relations policy must be developed that includes procedures dealing with customers and employees.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Personnel policy
Customer surveys/questionnaires
Organizational policy

ENABLING OBJECTIVES

1. Identify sales/customer goal objectives.
2. Organize methods for determining customer changes.
3. Identify personnel orientation procedures.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business,** Chapter 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a personnel manager to the class to describe/discuss how personnel-customer policies are developed.
3. Assign student to research personnel orientation policies and report to class on their differences.
4. Assign student to research and report to class on employee fringe benefits and their importance to a business.
5. Describe and discuss how customer relations policies are related to employee policy procedures.

PERFORMANCE OBJECTIVE 53

CRITERION-REFERENCED MEASURE

Questions

1. ________________ is made up of hiring, training, determining compensation, and determining employee benefits.

2. ________________ refers to wages and salaries paid to employees.

Answers

1. Personnel management
2. Compensation

Practical Application

Given class instruction, the student will develop a customer relations policy that includes policy orientation.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 53 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 53

DEVELOP CUSTOMER RELATIONS POLICY THAT INCLUDES POLICY ORIENTATION

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Developed a policy covering everything emphasizing customer relations.		
2. Tested policy with customer advisors.		
3. Temporarily started policy into effect.		
4. Corrected and made policy permanent.		
5. Designed program for future hires to: a. Tour operation b. Receive short talk covering: 1. Purpose 2. Flow 3. Responsibility 4. Job description 5. Customer policy 6. Other related matters		
6. Set up program to allow employee questions and answers.		

APPROVED: YES _____ NO ____

Evaluator's Signature Date

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 54

TASK

Develop recruitment system.

STANDARD OF PERFORMANCE OF TASK

System should identify sources of hires, methods of advertising, interviewing techniques, background checking, and contracting.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Personnel plan
Job descriptions
Applications
Statement of purpose

ENABLING OBJECTIVE

Review flow chart of operations.

RESOURCE

Plunkett and Attner. **Introduction to Management**, pp. 250-60.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Review major headings and subheadings of a standard job application blank.
3. Provide student with several blanks (or prepared substitutes) and have him/her compare the forms for possible adoption.
4. Role play a situation where one class member is to interview a job applicant, or have student prepare an advertisement for publication listing a suggested position. Review for completeness.
5. Invite a representative from the State Employment Service to discuss the services to employers.

PERFORMANCE OBJECTIVE 54

CRITERION-REFERENCED MEASURE

Questions

1. When filling a new position, the manager has two major sources of potential candidates. These sources are called
    a. internal and external.
    b. promoting and auditing.
    c. walk-ins and respondents.
    d. print media and word-of mouth.

2. Which item below is NOT included on a job application form?
    a. Full name
    b. Place of residence
    c. Schools attended
    d. Religious affiliation

Answers

1. a.
2. d.

Practical Application

Given class discussion, the student will develop a recruitment system for new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 54 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 54

DEVELOP RECRUITMENT SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	**Unsatisfactory**
1. Checked with advisors in same type of business to determine source of hires.		
2. Determined specific job description and advertised it.		
3. Screened resumes and applications for top candidates.		
4. Interviewed candidates.		
5. Reviewed applications with direct supervisors.		
6. Checked background on selected candidates.		
7. Reviewed final conditions and employment record before hiring.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 55

TASK

Establish a salary administration system and set up a benefits program.

STANDARD OF PERFORMANCE OF TASK

The company salary and benefits system must be competitive, with proven providers, and consistent with company's ability to finance.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Advisors for other similar companies
Association studies
Department of Labor and industrial information

ENABLING OBJECTIVE

1. Identify financial ranges for salaries.
2. Identify basic employee benefits to be offered.

RESOURCE

Stevens. **The Macmillan Small Business Handbook**, Chapter 6.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a representative from the State Employment Service's Wage and Hour Division to present information on both state and federal wage and hour minimums applicable in your state.
3. Obtain and review employer manuals from the State Employment Service. (Note: Activities 2 and/or 3 are essential if instructor lacks direct experiences in this area.)
4. Obtain copies of the benefits handbooks provided by local firms and review and compare same.
5. Invite a local insurance specialist to discuss insurance plans his/her company might offer a business owner/manager.

PERFORMANCE OBJECTIVE 55

CRITERION-REFERENCED MEASURE

Questions

1. What is the least hourly wage a covered employer may offer called?
   - a. Federal Minimum Wage
   - b. Local Wage Standard
   - c. Board of Labor Standards Wage
   - d. AFL/CIO Minimum Wage

2. A trade-off between base pay and many benefit packages is often acceptable by many employees because
   - a. most benefits are non-taxable.
   - b. morale is highest where good benefits are provided.
   - c. future earnings are more important than temporary benefits.
   - d. such trade-offs increase employee participation in management decisions.

Answers

1. a.
2. a.

Practical Application

Given class discussion, the student will establish a salary administration system and set up a benefits program.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 55 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 55

ESTABLISH A SALARY ADMINISTRATION SYSTEM AND SET UP A BENEFITS PROGRAM

Student's Name ____________________ Date ____________

DIRECTIONS TO STUDENT — Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR — Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Gathered input on salaries and benefits from the following: a. Potential or existing employees b. Advisors from similar firms c. Associations d. Department of Labor and Industries Statistical Division.		
2. Set up salary ranges and regular reviews.		
3. Reviewed with advisors.		
4. Reviewed with employees and received feedback.		
5. Reviewed with advisors.		
6. Updated systems periodically.		

APPROVED: YES _____ NO _____

Evaluator's Signature ____________________ Date ____________

DUTY PLANNING THE PERSONNEL SYSTEM

PERFORMANCE OBJECTIVE 56

TASK

Develop employee communications system.

STANDARD OF PERFORMANCE OF TASK

The system must provide for timely communication of employee needs and concerns and of company problems and information.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Personnel plan and policy
Statement of purpose

ENABLING OBJECTIVES

1. Identify basic channels of communication.
2. Identify basic information needs of employees.

RESOURCES

1. Stevens. **The Macmillan Small Business Handbook**, p. 269.
2. Plunkett and Attner. **Introduction to Management**, Chapter 3.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Review major employee communications activities among local firms.
3. Instruct student to write an involved memo on an assigned topic and read several to the group. Try to pinpoint every possible source of misunderstanding and offer suggestions regarding possible improvements.
4. Conduct a debate on the topic of the benefits versus the costs of an employee newsletter.
5. Instruct student to write a standard business letter and review for currently acceptable practices and conventions. Assign a topic to be addressed; review as in #3 above.

PERFORMANCE OBJECTIVE 56

CRITERION-REFERENCED MEASURE

Questions

1. The most critical factor in accurate communication is
   a. common understanding.
   b. sensitive interpretation.
   c. open-mindedness.
   d. mutual interests.

2. The manner in which information passes from one person to another is called the
   a. medium or channel.
   b. feedback loop.
   c. sender transmission.
   d. receiver interpretation.

Answers

1. a.
2. a.

Practical Application

Given class discussion, the student will develop an employee communications system.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 56 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 56

DEVELOP EMPLOYEE COMMUNICATIONS SYSTEM

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Set up schedule for timely meetings at level of need.		
2. Designed agendas to be brief with definite time for input.		
3. Set rules for meetings: a. No policy changes on the spot b. No reprisals for frankness c. All remarks brief and necessary d. Follow-up guaranteed		
4. Established information system to pass information to employees.		
5. Set up open door policies for employees.		
6. Looked to advisors and outside input to improve methods.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

OBTAINING PROFESSIONAL SERVICES

DUTY OBTAINING PROFESSIONAL SERVICES

PERFORMANCE OBJECTIVE 57

TASK

Develop procedures for the legal review of documents and procedures.

STANDARD OF PERFORMANCE OF TASK

Procedures must allow for the identification of all documents and procedures requiring legal review, the routing of identified items to legal counsel, and the inclusion of legal comments and advice into documents and procedures.

SOURCE OF STANDARD

South Carolina Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Documentation of key policies,
transaction forms, and
public commitments

ENABLING OBJECTIVES

1. Prepare lists of professional services needed.
2. Prepare lists of company policies.
3. Review with advisors of similar types of businesses.

RESOURCES

1. Hutt. **Entrepreneurship: Starting Your Own Business,** Chapter 5.
2. Fallek. **How to Set Up Your Own Small Business,** Chapters 6 and 7.
3. South Carolina Department of Education. **Entrepreneurship Training in Vocational Education,** Unit II.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion
2. Assist student in developing company policies.
3. Instruct student to retain good policies and discard bad ones.
4. Invite an attorney to discuss typical legal documents and procedures required of businesses.

PERFORMANCE OBJECTIVE 57

CRITERION-REFERENCED MEASURE

Questions

1. Every business should apply for a(n) ________________ number from the Internal Revenue Service.
2. The issue of discrimination is limited to racial minorities. True or False?

Answers

1. tax identification
2. False

Practical Application

Given class instruction, the student will develop procedures for the legal review of documents and procedures.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 57 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 57

DEVELOP PROCEDURES FOR THE LEGAL REVIEW OF DOCUMENTS AND PROCEDURES

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	**RATING**	
	Satisfactory	**Unsatisfactory**
1. Identified documents and procedures required of businesses.		
2. Set policies.		
3. Reviewed similar types of businesses with advisors.		
4. Reviewed with attorney.		
5. Made changes where needed.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY OBTAINING PROFESSIONAL SERVICES

PERFORMANCE OBJECTIVE 58

TASK

Set up document retainage schedule.

STANDARD OF PERFORMANCE OF TASK

The document retainage schedule should include all items subject to government or legal review within specific legal periods of time.

SOURCE OF STANDARD

Writing team of incumbent workers
South Carolina Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Advisors in similar business
Documented policies and records

ENABLING OBJECTIVES

1. List all records now kept.
2. Review those retained with business advisor.

RESOURCES

1. Everard and Burrow. **Business Principles and Management**, Chapter 12.
2. South Carolina Department of Education. **Entrepreneurship Training in Vocational Education**, Unit II.

TEACHING ACTIVITIES

1. Discuss why business firms need good record systems.
2. Identify types of records business firms need and appropriate retainage schedules.
3. Instruct student to list current records retainage schedule kept by the business.
4. Instruct student to meet with owner or manager of similar business and review and revise list.
5. Instruct student to distribute records retainage schedule to advisors for approval.

PERFORMANCE OBJECTIVE 58

CRITERION-REFERENCED MEASURE

Questions

1. Federal and state authorities require businesses to maintain complete ________________ records for all employees.
2. The document retainage schedule determines the ________________ of ________________ documents are maintained.

Answers

1. payroll
2. length, time

Practical Application

Given class instruction, the student will set up a document retainage schedule.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 58 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 58

SET UP DOCUMENT RETAINAGE SCHEDULE

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Listed current records retainage schedule.		
2. Reviewed and revised list with advisor.		
3. Wrote policy and schedule.		
4. Distributed schedule.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY OBTAINING PROFESSIONAL SERVICES

PERFORMANCE OBJECTIVE 59

TASK

Select an accounting system.

STANDARD OF PERFORMANCE OF TASK

The new business accounting system will provide audit trail of every transaction, be inexpensive and simple to operate, and have a format acceptable to accountants and bankers.

SOURCE OF STANDARD

Writing team of incumbent workers
South Carolina Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Statement of purpose
Marketing plan
Advisors in similar businesses
Accountant
Financial projections

ENABLING OBJECTIVES

1. Select an accounting system that is appropriate for particular type of business.
2. Take the necessary action to use the system.

RESOURCES

1. Fallek. **How to Set Up Your Own Small Business**, Chapter 12.
2. South Carolina Department of Education. **Entrepreneurship Training in Vocational Education,** p. 36-37.

TEACHING ACTIVITIES

1. Contact business advisors in similar businesses to review their accounting systems.
2. Instruct student to review systems with accountant and other advisors.
3. Instruct student to select system.
4. Assign student to enter daily transactions.
5. Assign student to prepare profit and loss statement and compare to projections.
6. Invite a panel of accountants to discuss various accounting systems.

PERFORMANCE OBJECTIVE 59

CRITERION-REFERENCED MEASURE

Questions

1. The initials CPA stand for ______________ ______________ ______________.
2. Depreciation, tax returns, and payroll should be included in a(n) ______________ system.

Answers

1. certified public accountant
2. accounting

Practical Application

Given class discussion, the student will select an accounting system.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 59 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 59

SELECT AN ACCOUNTING SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Identified CPA.		
2. Identified accounts payable.		
3. Identified accounts receivable.		
4. Entered daily transactions in journal.		
5. Prepared profit and loss statement.		
6. Made projections.		

APPROVED: YES _____ NO _____

Evaluator's Signature **Date**

DUTY OBTAINING PROFESSIONAL SERVICES

PERFORMANCE OBJECTIVE 60

TASK

Obtain insurance coverage.

STANDARD OF PERFORMANCE OF TASK

Insurance coverage selected should give the greatest amount of protection from all areas of liability at an affordable cost.

SOURCES OF STANDARD

Writing team of incumbent workers
South Carolina Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Insurance advisor
Advisors in similar businesses
Accountant

ENABLING OBJECTIVES

1. Review insurance needs with advisor in similar business.
2. Identify insurance claims policies in all areas of liability.

RESOURCE

South Carolina Department of Education. **Entrepreneurship Training in Vocational Education**, pp. 38-44.

TEACHING ACTIVITIES

1. Assign student to list the types of insurance for businesses.
2. Assign student to review needs and coverage with advisor in similar business.
3. Assign student to contact insurance agencies and obtain policies.
4. Assign student to read and understand policies.
5. Assign student to keep records necessary and follow procedure to ensure coverage.

PERFORMANCE OBJECTIVE 60

CRITERION-REFERENCED MEASURE

Questions

1. List seven types of business insurance.
2. A state mandated program which requires that small businesses, generally with four or more employees, provide benefits to employees is called ________________.

Answers

1. The types of business insurance are fire, liability, workers' compensation, fidelity bonds, business interruption, crime business life, and automobile.
2. workers' compensation

Practical Application

Given class discussion, the student will select the various insurance coverages needed for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 60 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 60

OBTAIN INSURANCE COVERAGE

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Identified fire insurance.		
2. Identified liability insurance.		
3. Identified workers' compensation.		
4. Identified fidelity bonds.		
5. Identified business interruption.		
6. Identified crime insurance.		
7. Identified business life insurance.		
8. Identified automobile insurance.		
9. Read and understood policies.		
10. Kept records of coverage.		

APPROVED: YES _____ NO _____

Evaluator's Signature Date

DUTY OBTAINING PROFESSIONAL SERVICES

PERFORMANCE 61

TASK

Prepare a list of potential business advisors.

STANDARD OF PERFORMANCE OF TASK

The list of business advisors should cover areas of need (i.e., skill and technical deficiencies), areas of information, and networking.

SOURCES OF STANDARD

Writing team of incumbent workers
South Carolina Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Association lists
Telephone book
Past contracts and advisors

ENABLING OBJECTIVES

1. Obtain a list of potential business advisors.
2. Identify business needs requiring advisors.

RESOURCE

Siropolis. **Small Business Management**, Chapter 10.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Instruct student to contact government agencies for list of advisors.
3. Instruct student to contact a manager or owner of similar business.
4. Instruct student to contact trade associations.
5. Instruct student to contact educational institutions.
6. Instruct student to contact small business groups.
7. Instruct student to contact local development corporations.
8. Instruct student to gather input from each contact and record on cards.
9. Instruct student to list advisors and continue to contact and improve the list.

PERFORMANCE OBJECTIVE 61

CRITERION-REFERENCED MEASURE

Questions

1. A list of advisors should cover all areas of ______________.
2. Input from each contact should be recorded on ______________ or ______________.

Answers

1. business
2. cards, computer

Practical Application

Given class instruction, the student will prepare a list of business advisors.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 61 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 61

PREPARE A LIST OF POTENTIAL BUSINESS ADVISORS

Student's Name **Date**

DIRECTIONS TO STUDENT

Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR

Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Listed government agencies with advisors.		
2. Listed friends.		
3. Listed similar businesses.		
4. Listed trade associations.		
5. Listed educational institutions.		
6. Listed small business groups.		
7. Listed local development corporations.		
8. Gathered names into a record and queried on prices/services.		
9. Recorded replies to telephone surveys.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DEVELOPING A GENERAL MANAGEMENT PLAN

DUTY DEVELOPING A GENERAL MANAGEMENT PLAN

PERFORMANCE OBJECTIVE 62

TASK

Prepare a business plan implementation chart.

STANDARD OF PERFORMANCE OF TASK

A business planning chart must be prepared to include tasks and completion dates.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Business plans by function
Chart forms/format
Calendar

ENABLING OBJECTIVES

1. Identify deadlines for tasks.
2. Recognize areas for adjustments/chart changes.

RESOURCES

1. Everard and Burrow. **Business Principles and Management**, Chapter 24.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapters 1 and 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Invite a small business manager to the class to discuss the value of a business plan implementation chart.
3. Describe and discuss with the class the various types of planning aids available (i.e., Gantt and PERT charts).
4. Assign student to research and report on the planning functions of most managerial jobs.

PERFORMANCE OBJECTIVE 62

CRITERION-REFERENCED MEASURE

Questions

1. Of the following, one that is NOT a planning device for business firms is
    a. a schedule.
    b. an organizational chart.
    c. policy.

2. When dividing work in a new organization, the best division would be to
    a. form departments composed of related tasks.
    b. assign and separate responsibility and authority to each department.
    c. both a and b are necessary

Answers

1. c.
2. a.

Practical Application

Given class instruction, the student will prepare a business planning chart for the new business.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 62 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 62

PREPARE A BUSINESS PLAN IMPLEMENTATION CHART

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	**Unsatisfactory**
1. Placed dates (based on need and priority) next to all tasks.		
2. Completed a chart listing major functions and dates that illustrated overall picture.		
3. Listed dates on calendar for follow-up.		
4. Distributed charts, if necessary, and discussed.		
5. Reviewed charts and looked for problems in advance.		
6. Revised charts when necessary to keep realistic.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY DEVELOPING A GENERAL MANAGEMENT PLAN

PERFORMANCE OBJECTIVE 63

TASK

Develop management reporting system.

STANDARD OF PERFORMANCE OF TASK

The management reporting system must provide periodical reports on all areas of the enterprise and include accomplishments, problems, suggestions, and future activities and goals.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Business plan by function
Form papers

ENABLING OBJECTIVES

1. Identify functions/responsibilities of each department.
2. Identify symptoms of problems in areas.

RESOURCES

1. Everard and Burrow. **Business Principles and Management**, Chapter 25.
2. Hutt. **Entrepreneurship: Starting Your Own Business**, Chapters 1 and 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Describe and discuss the role of training as it relates to most new businesses.
3. Invite a middle-management representative to the class to discuss the roles of incentives and quality with new businesses.
4. Describe and discuss the importance of filling jobs with qualified people -- and the problems when the jobs are not adequately staffed.
5. Assign student to research and report on the activities of the local city chamber of commerce.

PERFORMANCE OBJECTIVE 63

CRITERION-REFERENCED MEASURE

Questions

1. In a(n) _______________, entrepreneurs meet regularly to discuss mutual problems and opportunities.
2. A local source of general business activities is the _______________.
3. Training provided by the new employee's immediate supervisor through close supervision of work is called _______________.
4. When analyzing solutions to solve a business problem, a manager should
   a. rely totally on judgment in selecting the best solution.
   b. collect information on possible solutions.
   c. study only one or two of the possible solutions.

Answers

1. network
2. chamber of commerce
3. on-the-job training
4. b.

Practical Application

Given class discussion, the student will develop management reporting system.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 63 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 63

DEVELOP MANAGEMENT REPORTING SYSTEM

Student's Name **Date**

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Reviewed each function for major outcomes (marketing, sales and calls; finance, statements; production, schedules; etc.).		
2. Designed a report form for easy recording on a weekly basis.		
3. Reviewed system with advisors in similar businesses.		
4. Looked for ways to improve reports when problems or errors occurred.		
5. Took action, based on reports, to shift priorities; kept balance between functions.		
6. Obtained list of problem solving functions from a workshop, library, or advisor.		
7. Completed a check-off list of his/her own design for problem solving.		
8. Taught others his/her objective system.		

CHECKLIST FOR PERFORMANCE OBJECTIVE 63

DEVELOP MANAGEMENT REPORTING SYSTEM

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
9. Tested system using real problems.		
10. Reviewed with advisors.		
11. Modified, if necessary.		

APPROVED: YES _____ NO ____

Evaluator's Signature **Date**

DUTY DEVELOPING A GENERAL MANAGEMENT PLAN

PERFORMANCE OBJECTIVE 64

TASK

Establish procedures to review general management technology.

STANDARD OF PERFORMANCE OF TASK

The procedures to review general management technology must identify sources of general management technology, must collect information, and must evaluate the technologies' contribution to the enterprise's operations.

SOURCE OF STANDARD

Washington Writing Team

CONDITIONS FOR PERFORMANCE OF TASK

Business plan with technical information
Flow charts
Report forms

ENABLING OBJECTIVES

1. Identify emerging technologies in new business industry.
2. Assess cost-values of new developments.

RESOURCE

Hutt. **Entrepreneurship: Starting Your Own Business**, Chapters 1 and 5.

TEACHING ACTIVITIES

1. Assign resource reading for class discussion.
2. Discuss sources of information on new technology and processes for the new business.
3. Assign student to interview small business owners to determine how they keep up with technology.
4. Describe and discuss the various steps of the patenting process.
5. Assign student to bring to class copies of magazines and other publications that promote technical developments. Discuss the items as they relate to new business owners.
6. Assign student to research and report to class on the invention of the microprocesssor and its impact on U.S. industry.
7. Contact a computer consultant.

PERFORMANCE OBJECTIVE 64

CRITERION-REFERENCED MEASURE

Questions

1. A(n) ______________ is an agreement in which the federal government gives an inventor the sole right for 17 years to make, use, and sell an invention.

2. Another name for computer equipment is ______________.

3. Which of the following applications can an entrepreneur accomplish with the help of a computer?
   a. Managing a project such as plant expansion
   b. Analyzing sales by product and by customer
   c. Scheduling production to minimize downtime
   d. All of the above

Answers

1. patent
2. hardware
3. d.

Practical Application

Given class discussion, the student will establish procedures to review general management technology.

Method of Evaluating Practical Application

Use Checklist for Performance Objective 64 to determine if the assignment was completed for competency.

CHECKLIST FOR PERFORMANCE OBJECTIVE 64

ESTABLISH PROCEDURES TO REVIEW GENERAL MANAGEMENT TECHNOLOGY

Student's Name Date

DIRECTIONS TO STUDENT Prepare the proper equipment. Follow the verbal directions given by the instructor. Complete each step in the sequential order listed.

DIRECTIONS TO EVALUATOR Observe the student. Pay close attention to items to be evaluated. Be sure the student completes the tasks within a reasonable time. A satisfactory rating on each item is required for competency.

ITEMS TO BE EVALUATED	RATING	
	Satisfactory	Unsatisfactory
1. Collected all technical information possible from associations, periodicals, and advisors.		
2. Stored information in folders.		
3. Read and reviewed together with employees and advisors information stored on a planned basis.		
4. Redesigned proposed system changes and conducted change analysis.		
5. Reviewed against plan, with each function (emphasis on cost justification) and advisors.		
6. Shared information.		
7. Implemented tested changes.		

APPROVED: YES _____ NO ____

Evaluator's Signature Date

APPENDICES

APPENDIX A

TASK LIST

APPENDIX A

DUTY/TASK LIST

DUTY/TASK	P.O./PAGE NO.
CONDUCTING INITIAL FEASIBILITY STUDY	
Prepare a potential customer questionnaire.	01/5
Conduct a potential customer survey.	02/8
Analyze survey results.	03/11
Conduct a financial/feasibility questionnaire.	04/14
Select key professional advisors.	05/18
Prepare a statement of purpose.	06/22
Conduct a continue/stop analysis.	07/25
Complete a personal history report.	08/28
DETERMINING FINANCIAL FEASIBILITY	
Estimate start-up costs, projected revenues, and operating expenses.	09/32
Complete a personal financial statement.	10/36
Determine potential of receiving a loan.	11/39
ESTABLISHING A LEGAL STRUCTURE	
Identify an organizational structure.	12/43
Prepare licensing applications.	13/46
Review organizational structure with professional advisors.	14/49
ANALYZING AVAILABLE TIME	
Evaluate personal time available for the enterprise.	15/53
Determine business start-up date.	16/56
PREPARING A MARKETING PLAN	
Prepare prospective customer list.	17/60
Conduct market research.	18/63
Analyze competition.	19/66
Make site selection.	20/69
Determine pricing method.	21/72
Set up pricing review method.	22/75
Define sales strategy.	23/78
Set up type of sales representation and sales report system.	24/81

DUTY/TASK	P.O./PAGE NO.
Set up customer data base system.	25/85
Develop business card.	26/88
Develop descriptive brochure.	27/91
Prepare advertising strategy.	28/94
Prepare public relations strategy.	29/97
Complete sales forecast.	30/100
COMPLETING A FINANCIAL PLAN	
Forecast monthly profit and loss for 12 months.	31/104
Prepare profit-and-loss forecasts for next two years.	32/107
Determine point of profitability.	33/110
Determine need to revise Statement of Purpose.	34/113
Prepare an annual cash-flow forecast.	35/116
Prepare an initial balance sheet for end of the first year.	36/120
Analyze net worth.	37/123
Conduct an overall financial feasibility analysis.	38/126
PLANNING FOR PRODUCTION	
Establish work flow.	39/130
Document system of operation.	40/133
Prepare necessary operations control forms.	41/136
Purchase/lease equipment.	42/139
Organize space.	43/142
Establish purchasing sources and accompanying policies.	44/145
Set up product/service scheduling system.	45/148
Develop a quality control guarantee.	46/151
Establish a productivity standards system and review schedule.	47/154
PLANNING THE PERSONNEL SYSTEM	
Develop job descriptions.	48/159
Prepare an organizational chart.	49/162
Set up a grievance system.	50/165
Set up an employee training program.	51/168
Develop personnel policies.	52/171
Develop customer relations policy that includes policy orientation.	53/175
Develop recruitment system.	54/178
Establish a salary administration sytem and set up a benefits program.	55/181
Develop employee communications system.	56/184

DUTY/TASK	P.O./PAGE NO.
OBTAINING PROFESSIONAL SERVICES	
Develop procedures for the legal review of documents and procedures.	57/188
Set up document retainage schedule.	58/191
Select an accounting system.	59/194
Obtain insurance coverage.	60/197
Prepare a list of potential business advisors.	61/200
DEVELOPING A GENERAL MANAGEMENT PLAN	
Prepare a business plan implementation chart.	62/204
Develop management reporting system.	63/207
Establish procedures to review general management technology.	64/211

APPENDIX B

DEFINITIONS OF TERMS

APPENDIX B

DEFINITIONS OF TERMS

A number of terms frequently used in this guide may be unfamiliar to the reader; others may be familiar, but in the context of this handbook have been assigned special meanings.

AFFECTIVE.
Skills which emphasize an attitude, feeling, emotion, or degree of acceptance and rejection.

CATALOG.
A comprehensive collection of performance objectives, performance guides, and related data developed in a specific domain.

CBVE (COMPETENCY-BASED VOCATIONAL EDUCATION).
A methodology of instruction that (a) identifies the abilities and skills needed for on-the-job performance; (b) informs students and teachers of the precise and detailed learning objectives required to achieve these competencies; (c) emphasizes performance standards in testing, course requirements, and/or graduation; and (d) facilitates learning by letting each student master the tasks prior to advancing to another.

CHECKPOINT.
A point in the development of the V-TECS product when material must be sent to V-TECS central office for quality review.

CIP (CLASSIFICATION OF INSTRUCTION PROGRAM) CODE.
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

COGNITIVE.
Skills which emphasize the recall of knowledge and development of intellectual abilities.

COMPETENCY.
Proficiency in the knowledge and skills required of workers in a particular occupation or occupational specialty; a term used by educators to mean essentially program goal, duty, task, or objective. In some cases the terms are essentially synonymous.

CONDITIONS.
Describes the situation for competent task performance, including tools and equipment to be used, and limitations under which the tasks will be performed.

CONSORTIUM.
A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A consortium, for the purposes of this work, must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

CRITERION-REFERENCED MEASURES.

An evaluative procedure used to determine if a student has mastered a performance objective.

CROSS-REFERENCE TABLE.

A table that identifies the relationship among duties and tasks found in the occupational inventory and the performance objectives in the final catalog. Also noted are percentages of incumbents performing the tasks by D.O.T.

CURRICULUM GUIDE.

An instructional resource developed from a V-TECS catalog to guide CBVE for an occupation.

DICTIONARY OF OCCUPATIONAL TITLES (D.O.T.).

A document published by the U.S. Department of Labor, Employment and Training Administration. This publication groups occupations into systematic occupational classification structures based on interrelationships of job tasks and requirements.

DISTRACTOR.

An incorrect response to a multiple-choice or true/false test item.

DOMAIN (OCCUPATIONAL DOMAIN).

A group of job titles that are related on the basis of required skills and knowledge.

D.O.T. CODE.

A nine-digit number used to identify a specific job within a given calendar year.

DUTY.

A cluster of related tasks performed by incumbent workers in an occupational domain.

ENABLING OBJECTIVE.

An objective related to background knowledge or skills that are prerequisite to the mastery of a given task.

FIELD REVIEW.

The process of using and refining drafts of V-TECS materials for the purpose of identifying content errors or technical problems.

GUIDE SHEET.

Instructional information including the duty, performance objective, task, performance of standard, survey of standard, conditions for performance of task, enabling objectives,resources, teaching activities, criterion-referenced measures, and performance guide.

JOB.

A group of tasks performed by a job incumbent.

JOB INCUMBENT.

An individual who is currently employed in an occupation.

OCCUPATIONAL ANALYSIS (Task Analysis).
The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational-technical education.

OCCUPATIONAL INVENTORY(Task Inventory Booklet).
A survey instrument listing tasks performed and tools and equipment used by job incumbents in an occupational domain.

OCCUPATIONAL SURVEY.
The procedures for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or career field ladders for the collection and analysis of information concerning such duties.

O.E./CIP CODE.
A code developed by the U.S. Office of Education to identify a specific cluster of related jobs for training program identification.

PERFORMANCE-BASED INSTRUCTION.
Instruction which requires the learners demonstration of specific competencies. The desired abilities are selected before the instruction is described and are clearly defined as observable performance objectives.

PERFORMANCE CHECKLIST.
A list of performance steps derived from the performance guide to record acceptable or unacceptable performance of each step of a task.

PERFORMANCE GUIDE (PG).
A series of steps required for performance of a task arranged in the sequence ordinarily followed.

PERFORMANCE OBJECTIVE (PO).
A statement, in precise measurable terms, of a particular behavior to be exhibited by a learner under specified conditions, including a standard of performance.

PSYCHOMOTOR.
Skills which emphasize manipulation of material or tools.

QUALITY REVIEW.
A review of content by V-TECS staff or designated representative to examine quality of content, format, and style of V-TECS product(s).

RESOURCES.
Materials which are used to develop instruction and/or learner-specific objectives.

SOURCE OF STANDARD.
A person or origin from which the information establishing the standard is received.

STANDARD.
The criteria used to determine if a task has been successfully or unsuccessfully performed.

STATE-OF-THE-ART REFERENCE.

Current materials from which information or resources can be found to facilitate instruction.

STATE-OF-THE-ART (SOA) STUDY.

Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

SUBJECT-MATTER EXPERT.

A highly experienced person (incumbent worker/instructor) who assists in identifying task performance steps, skills, and knowledge necessary to perform the job.

TASK.

A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS.

The process of reviewing elements of a job for the purpose of improving training program content across program levels of vocational technical education.

TASK LIST.

A list of tasks performed by incumbents in a specific occupational domain.

TEACHING ACTIVITIES.

Methods and/or procedures for delivering instructional content to students.

TEST-ITEM BANK.

A collection of criterion-referenced test items coded for input and retrieval by computer or manual methods.

VALIDATION.

The process of assuring that all aspects of an occupational.task analysis identify the skills, knowledge, and attitudes performed in the occupation.

VERIFICATION.

The procedure of collecting data to substantiate an existing product; for example, task list verification.

V-TECS.

An acronym representing: Vocational-Technical Education Consortium of States; 795 Peachtree Street, N.E., Atlanta, Georgia 30365. A consortium of states that provide competency-based, vocational-technical education materials while conserving time and money through shared development and dissemination.

V-TECS CATALOG.

An incumbent-based description of the duties, tasks, performance objectives, performance guides, and related data in a specified occupation.

WORKING CONDITIONS.

The atmospheric and environmental conditions under which a worker performs a specific job.

WRITING TEAM.

A team of people representing instructors with subject matter expertise; persons having knowledge and experience in developing criterion-referenced measures; local or state supervisors in the domain being developed; workers and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

APPENDIX C

SOURCES OF STANDARDS

SOURCES OF STANDARDS

South Carolina Writing Team

Washington Writing Team

Writing team of incumbent workers

APPENDIX D

BIBLIOGRAPHY COMPILED BY THE SOUTH CAROLINA WRITING TEAM

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